

Techniques

NOVEMBER/DECEMBER 2018

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- Filling the Educator Pipeline: National Partnerships to Recruit, Prepare and Support Family and Consumer Sciences Educators
- Tagged to #TeachAg! What is the National Teach Ag Campaign?
- Can Immigrant Professionals Help Address CTE Teacher Shortages?
- iTechU: Building Upon National and State CTE Teacher Recruitment Efforts



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in CTE Leadership - Administration, 2017

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FILLING THE EDUCATOR PIPELINE:

National Partnership to Recruit, Prepare and Support Family and Consumer Sciences Educators

By Ben Davis & Matt

The United States is facing a critical shortage of family and consumer sciences (FCS) educators. The National Partnership to Recruit, Prepare and Support FCS Educators (NPFCS) is a coalition of organizations working to address this shortage. The partnership includes the National Association of Agricultural Educators (NAAE), the National Association of Family and Consumer Sciences Educators (NAFCS), and the National Association of Agricultural Educators (NAAE). The partnership is focused on recruiting, preparing, and supporting FCS educators. The partnership is also focused on providing professional development opportunities for FCS educators. The partnership is also focused on providing support for FCS educators in the classroom. The partnership is also focused on providing support for FCS educators in the community. The partnership is also focused on providing support for FCS educators in the home. The partnership is also focused on providing support for FCS educators in the workplace. The partnership is also focused on providing support for FCS educators in the field. The partnership is also focused on providing support for FCS educators in the industry. The partnership is also focused on providing support for FCS educators in the service sector. The partnership is also focused on providing support for FCS educators in the arts and entertainment industry. The partnership is also focused on providing support for FCS educators in the health care industry. The partnership is also focused on providing support for FCS educators in the legal industry. The partnership is also focused on providing support for FCS educators in the financial industry. The partnership is also focused on providing support for FCS educators in the technology industry. The partnership is also focused on providing support for FCS educators in the manufacturing industry. 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Solving the Problem
The shortage of FCS educators is a complex issue that requires a multi-faceted approach. One key strategy is to increase the number of FCS educators entering the workforce. This can be achieved through a variety of means, including recruitment efforts, scholarship programs, and alternative certification pathways. Another key strategy is to provide ongoing professional development opportunities for FCS educators. This can help FCS educators stay current in their field and improve their teaching practices. A third key strategy is to provide support for FCS educators in the classroom. This can include providing resources, materials, and equipment. A fourth key strategy is to provide support for FCS educators in the community. This can include providing information about FCS careers and programs. A fifth key strategy is to provide support for FCS educators in the home. This can include providing information about FCS careers and programs. 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Tagged to #TeachAg!

By Ellen Thompson

2017 AGRICULTURE TEACHER SUPPLY AND DEMAND OVERVIEW NATIONWIDE

State	Supply	Demand
Alabama	10	10
Alaska	0	0
Arizona	0	0
Arkansas	0	0
California	0	0
Colorado	0	0
Connecticut	0	0
Delaware	0	0
District of Columbia	0	0
Florida	0	0
Georgia	0	0
Hawaii	0	0
Idaho	0	0
Illinois	0	0
Indiana	0	0
Iowa	0	0
Kansas	0	0
Kentucky	0	0
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Mississippi	0	0
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Montana	0	0
Nebraska	0	0
Nevada	0	0
New Hampshire	0	0
New Jersey	0	0
New Mexico	0	0
New York	0	0
North Carolina	0	0
North Dakota	0	0
Ohio	0	0
Oklahoma	0	0
Oregon	0	0
Pennsylvania	0	0
Rhode Island	0	0
South Carolina	0	0
South Dakota	0	0
Tennessee	0	0
Texas	0	0
Utah	0	0
Vermont	0	0
Virginia	0	0
Washington	0	0
West Virginia	0	0
Wisconsin	0	0
Wyoming	0	0

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iTeachU:

Building Upon National and State CTE Teacher Recruitment Efforts

By Nicole A. Greve & Laura Holsquist

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CAN IMMIGRANT HELP ADDRESS CTE PROFESSIONALS TEACHER SHORTAGES?

By Jeffrey Gross

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CTE TEACHER SHORTAGE



THE START OF A NEW SCHOOL YEAR IS SO BUSY, YET EXCITING, FUN AND A

wonderful reminder of the great profession that is teaching. This issue of *Techniques* addresses an important topic for career and technical education (CTE) programs today. We have a teacher shortage nationwide and we need to ask ourselves why. I know I am guilty, sometimes, of complaining when the years are long and the days are hard. I need to do a better job of promoting the

profession I love so much. A former student was recently hired to teach family and consumer sciences at a neighboring school, and the joy and satisfaction of seeing one of mine choose this amazing profession has been immeasurable.

My goal, this school year, is to remain positive and upbeat in hope of persuading a few more to join us. Every drop counts, right? I encourage you to reach out, mentor and encourage your students, children and other acquaintances to consider the joy of teaching.

Within these pages please enjoy the articles put together by the American Association of Family and Consumer Sciences, the Asia Society, the National Association of Agricultural Educators, Future Farmers of America and others regarding the teacher shortage and retention concerns. New certification pathways are being opened in most areas, allowing people from all walks of life to become teachers. While some flourish others struggle without the education pedagogy. Let's look for opportunities

to reach out to the new teachers, help them see the rewards of teaching and move them forward in their careers.

Locally, we need to advocate for our CTE teacher education programs, which are disappearing across the nation. Find ways to strengthen each other in secondary and postsecondary interactions; we need each other. Little by little, we can make a difference. Teaching is amazing and we need to share that message every chance we get.

The upcoming election for ACTE's board of directors presents a great opportunity to further our CTE message. Vote! Everyone can make a difference and everyone has a voice. Please look over the incredible slate of candidates (on pages 44–55). We have so many talented, passionate and qualified candidates. Each one is there, ready to represent you and to make a difference. Watch your email for voting instructions and please be part of the process.

ACTE's CareerTech VISION is right around the corner and we look forward to seeing so many of you in San Antonio, Texas, **Nov. 28–Dec. 1**. It's not too late to participate in the largest professional development event in the nation for career and technical educators; I promise you will not be disappointed.

Becky Cox

ACTE BOARD OF DIRECTORS PRESIDENT

Techniques

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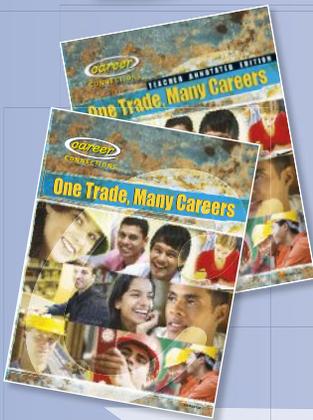
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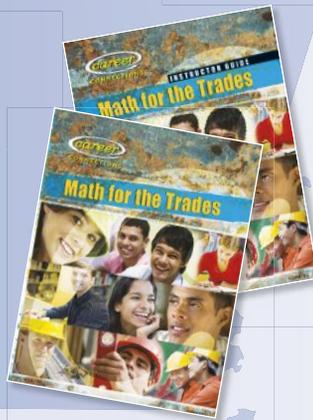
Stepping Up

to the Blended Learning Classroom...

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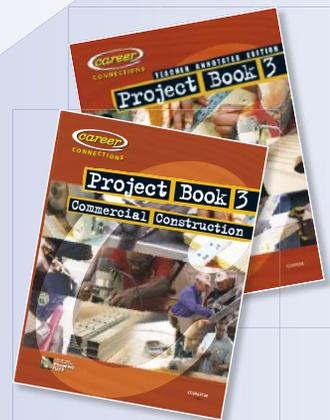
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ONE-ON-ONES: DIRECT LEADERSHIP TOOLS

By José Marrero

CORPORATE, NONPROFIT AND EDUCATIONAL INSTITUTIONS, ALIKE, EXIST TO GET RESULTS.

Processes and procedures won't get results; they are merely tools. Well-thought-out strategies fail because they don't get buy-in from the people who have to execute them. Only employees get results. They are the individuals effecting high-quality career and technical education programs, engaging students and carrying on visions of a skilled and capable workforce.

From the top down, an employee's performance is at the core of organizational achievement. Administrators should be urged to learn more about each employee's motivation, emotions, set of skills, shortcomings and strengths. We should not apply a standard reward to each employee; one reward, while deeply appreciated by one employee, is meaningless to another. Know those you lead.

Leadership Challenges

To effectively navigate the art and science of leadership is challenging. According to reporting from Gallup (n.d.), 51 percent of U.S. employees are not engaged and 16 percent are actively disengaged. That means that almost 70 percent of the workforce is not fully present at work. Surprising? Not exactly.

Now, in order to produce engaged employees, leaders have to be engaged. Employees can only meet expectations when managers define expectations, and when they inspire employees to achieve these goals. That inspiration can make all the difference. Five highly motivated workers can outperform 50 disengaged employees. Effective leaders inspire and motivate — not only employees, but other leaders who will inspire the rest of the department or school. Motivation, like forest fire, spreads.

So here are the key questions: How much fuel do our people have in their tanks? Better yet, how much fire in their bellies? Do they feel passionate about working for us?

Inspiring Performance

Inspiring employees to perform at their maximum capacity has been, and will be, the most effective game plan to get things done! Each employee is different and, as such, each will be driven by different factors. We have heard that employees should be praised in public. Think again. How would Sandra, who is shy, feel when she receives her certificate in front of 450 coworkers? Listen, observe and learn (LOL) to determine what makes each individual tick.

So what is the most effective way to engage employees and maximize their capacity? Which instrument offers the

“The best minute you spend is the one you invest in people.”

-Ken Blanchard

greatest bang for your buck? The answer to these questions is: one-on-one meetings with each employee. These are tremendous opportunities for educational leaders to communicate directly with the employee, provide appropriate recognition and define the desired results. A one-on-one meeting makes it possible to look an employee straight in the eyes and say, “I know you can do it; I trust you!”

Here are just some of the numerous benefits of one-on-ones:

- To define the goals/results you seek
- To make clear how much their job matters and how their role contributes to the overall purpose of the organization
- To empower employees
- To open clear and candid lines of communication
- To recognize employees
- To provide feedback
- To build mutual trust and teamwork
- To address emotional issues in an effective fashion
- To demonstrate to the employees that they are important to you

I can hear remarks: “I have no time.” “My people know what to do.” “I don’t

have to.” “They are adults; there is no need for guidance.”

Too often, leaders don’t make time for these meetings. Ask around and you will hear a wide range of answers that mean, simply, “No.” The truth of the matter is, many managers are reluctant to have these serious and useful conversations with those they lead. A study on managers, conducted by Harris Poll on behalf of Interact Studio (2016), indicated that 69 percent of managers feel “uncomfortable” about communicating face-to-face with their team members. Others don’t recognize the need for one-on-ones. Yet, each one-on-one demonstrates a great investment in human capital.

Employees achieve what is reinforced. Leaders have to define what they want achieved, and must understand each employee’s unique personality to reinforce or reward accordingly. One-on-ones offer the ideal forum for these activities. You may think your expectations are clear, but are your team members getting it? The privacy and undivided attention granted to individuals in one-on-one meetings can make all the difference in performance.

Schedule one-on-ones, and don’t cancel them. (If you must, postpone.) Take notes; it shows you are serious about, and committed to, what is being dis-

cussed and what you expect next. Then follow up.

Time consuming? You bet. However, these meetings pay big dividends and the alternatives can be much costlier. Try it. Use one-on-one meetings for what they are: powerful direct leadership tools! ■

José Marrero is the director of special projects and instructor of applied leadership and communication in the Economic Development Department of Columbus Technical College. With a focus on achieving long-term results in the workplace, Marrero has designed, developed and led seminars for Pratt & Whitney, Fort Benning Human Resources, defense contractors, the Georgia Department of Driver Services and Georgia ACTE, among others. In addition, he taught at West Point and served as a senior analyst at the White House ONDCP. Email him at jmarrero@columbustech.edu.

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QUALITY COUNTS: INTRODUCING A NEW COLUMN ON HIGH-QUALITY CTE

By Catherine Imperatore & Alisha Hyslop

“HIGH-QUALITY CAREER AND TECHNICAL EDUCATION (CTE)” IS A PHRASE HEARD FREQUENTLY IN THE national dialogue around ensuring that individuals and employers have the skills needed for success. But what is high-quality CTE, and how can it be used to evaluate programs, determine areas for targeted improvements and recognize successful elements that should be scaled?

To answer these questions, ACTE has embarked on a multi-step project to synthesize different voices in the high-quality CTE conversation; identify a comprehensive, research-based quality CTE program of study framework; test the framework; and integrate it into our efforts to recognize and disseminate information on best practices within CTE.

In addition to serving as a guide for ACTE’s work on best practices and professional development, the ACTE Quality CTE Program of Study Framework can be a voluntary tool for self-evaluation

and program improvement. It is designed for use by individual CTE programs of study spanning secondary and postsecondary education, although it can be adapted to other units of analysis (e.g., schools, districts or career academies). Using the tool to its fullest necessitates a collaborative effort from local secondary and postsecondary CTE faculty, staff and stakeholders, including educators; guidance, counseling and advisement professionals; and advisory group members.

Development

To develop ACTE’s framework, staff researchers examined existing frameworks or standards developed by national education and workforce organizations that describe quality in CTE programs, career academies, career pathways and related initiatives. We identified several gaps in the conversation about high-quality CTE, particularly when it came to the roles and responsibilities of individual, local programs of study. We

ACTE 12 Elements of High-quality CTE

- Standards-aligned and Integrated Curriculum
- Sequencing and Articulation
- Student Assessment
- Prepared and Effective Program Staff
- Engaging Instruction
- Access and Equity
- Facilities, Equipment, Technology and Materials
- Business and Community Partnerships
- Student Career Development
- Career and Technical Student Organizations
- Work-based Learning
- Data and Program Improvement

“What is high-quality CTE, and how can it be used to evaluate programs, determine areas for targeted improvements and recognize successful elements that should be scaled?”

supplemented our initial analysis with a literature review and content coding of additional national-level quality materials, state quality documents and tools we had excluded from our first round of analysis because they address quality in relation to a narrow topic, such as project-based learning or advisory committees. We also partnered with Regional Educational Laboratory Central for assistance in analyzing state CTE standards. Since releasing the first draft of the framework in November 2015, ACTE has conducted focus groups, deployed a survey, solicited review from subject matter experts and members, and developed additional drafts.

Testing

Pilot testing in 2018 has helped identify final revisions to the framework and provided insights on how ACTE can best use the framework and make it available to the CTE community. After selecting a program of study to evaluate, pilot volunteers completed the evaluation instrument by rating their chosen program against more than 100 criteria in the framework on a scale of zero to three, with zero signifying “not at all achieved” and three signifying “substantially achieved.”

Data from the evaluation instrument was correlated with program-level Perkins performance data to determine if programs with high scores on the framework also perform well on select Perkins accountability indicators. Preliminary results show a significant positive relationship between scores on the evaluation rubric and performance on Perkins accountability indicators for technical skills attainment and for

completion/credential attainment. In addition, pilot participants completed a short feedback form about their experience using the evaluation instrument. A few participants also took part in in-depth interviews about the process. The majority of participants found the evaluation instrument easy to use and reported gaining new knowledge about their programs.

Integration

ACTE finalized the most recent version of the framework this fall, and has been integrating the 12 elements of high-quality CTE into its recognition and professional development activities. Nominees for ACTE’s awards program must now use the 12 elements to demonstrate how they have contributed to the implementation of high-quality CTE programs of study. In addition, CareerTech VISION 2018 programming has been organized around the framework. Attendees can search the program schedule to find sessions tagged by each of the quality elements.

ACTE has also launched an online library supporting high-quality CTE. The High-quality CTE Tools section of the website features resources that support success in each of the 12 elements. These resources focus on practitioner strategies, case studies and toolkits to help educators and administrators implement high-quality CTE programs of study. This tools library is linked to an online version of the self-evaluation instrument, so that programs completing the evaluation can access resources on areas identified as needing improvement.

ACTE plans to release new quality resources in 2019 and 2020. We will be developing an expanded rubric that will

more specifically describe what progress and success look like for each of the 100-plus criteria of the framework. The expanded rubric will be available as a free resource for members in online and print formats. ACTE will also institute a revision process for the framework, so that we can keep it up to date as the CTE field evolves and changes. In addition, this winter, ACTE will launch a series of papers addressing the 12 elements in depth.

Finally, over the next two years, we will use this space in *Techniques* to delve into the elements of high-quality CTE. This new column will describe each element of high-quality CTE, share examples of programs doing exemplary work and point readers to resources that will help them implement each quality element. Pick up the January 2019 issue, in which we’ll address the element Business and Community Partnerships. ■

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EXPLORE MORE

ACTE’s Quality CTE Program of Study Framework: www.acteonline.org/high-quality-cte

Library, High-quality CTE Tools: www.acteonline.org/high-quality-cte-tools

FILLING THE EDUCATOR PIPELINE:

By Jan Bowers & Lori A. Myers

The United States is facing a critical educator shortage in career and technical education (CTE). The demand for CTE classroom teachers

is far greater than the supply of individuals entering educator preparation programs. The shortage results in educator positions going unfilled and, too often, in program closures. When programs are closed, the future of CTE is threatened; enough so that Sen. Tim Kaine (D-VA) and colleagues recognized the CTE educator shortage when they introduced the Creating Quality Technical Educators Act, a bill designed to encourage and support future educators.

What can be done about recruiting, preparing and supporting CTE teachers? Is it possible to be innovative and collaborative in an approach to resolve the issue? The answer is YES!

The family and consumer sciences (FCS) profession has documented a national need for increasing the number of FCS educators for the workforce. The nationwide closure of 153 FCS educator preparation programs (Hall & Miller, 1989; National Coalition for FCS Education, 2015) has disadvantaged individuals who want to join the FCS workforce and employers who want to fill vacant FCS educator positions. This article highlights a collaborative national project that offers resources for states and local districts to use to address the educator shortage. Further, the national partnership makes it possible to replicate recruitment efforts and high-quality teacher preparation strategies in other CTE content areas.

Assessing the Need

Articles in the popular press support the role FCS serves in addressing pressing

National Partnership to Recruit, Prepare and Support Family and Consumer Sciences Educators

societal challenges by emphasizing the need for the resurgence of FCS education (Gould, 2014; Graham, 2013; Harvey, 2018; Kemp-Jackson, 2016; Tapp, 2017). A well-trained workforce is critical to offering FCS education programs to communities. As reported in the *Journal of Family and Consumer Sciences*, Werhan (2013) identified a 26 percent decrease in the number of FCS educators over the past 10 years. Data from the American Association of Family and Consumer Sciences (AAFCS) (2015) indicates that there is a documented and increasing shortage of FCS educators in secondary education, higher education and extension education.

Gutter & Stephenson (2016) specifically described the nationwide need for qualified FCS educators with a broad background and understanding of the body of knowledge in extension programs. The number of institutions offering FCS educator preparation programs has declined sharply in the last 30 years. In 1984, there were 261 FCS educator preparation programs in the United States (Hall & Miller, 1989). According to information provided by the National Coalition for FCS Education (2015), that number had dropped to 108 by 2015. Thirteen states no longer offer baccalaureate FCS educator preparation programs, and the low number of students enrolled in the remaining baccalaureate FCS education programs cannot fill the numerous openings (Werhan, 2013). As a result, many school districts have either closed FCS programs or hired educators through alternative routes.

The National Association of State Administrators of Family and Consumer Sciences (NASAFACS) expressed great concern about the shortage, identified the need for comprehensive educator recruit-

ment efforts, and adopted the Say Yes to FCS campaign in 2014 (Randel & Spavone, 2016). More than 300 FCS colleagues convened in June of 2015, 2016 and 2017 at national leadership summits to further develop and advance the campaign through a national strategic plan.

Summit participants included representatives from state departments of education, school districts, educator preparation programs, university administration, extension services, professional associations and industry partners. Summit participants received data defining the status of the FCS educator shortage. Following the data briefing, participants worked together to discuss and create national strategic initiatives to address the shortage and to enhance the recruitment, preparation and retention support needed for FCS educators entering the workforce. The national strategic initiatives would benefit the following audiences:

- School districts in states that no longer have baccalaureate FCS educator preparation programs but need to fill FCS education positions in their communities
- Educators who have received conditional FCS educator licensure and have been placed in workforce positions in states without access to baccalaureate resources and support systems for delivering FCS education and earning initial FCS licensure
- Place-bound individuals who would like to be FCS educators but lack access to baccalaureate- and post-baccalaureate-level preparation programs, and/or lack information about licensure requirements and available resources to help them prepare for the workforce
- State departments of education and educator preparation programs with

limited resources for recruiting, preparing and supporting FCS educators

- Secondary students who are not knowledgeable about FCS career opportunities and the resources available to help them prepare to become FCS educators
- County and state extension programs with limited resources for recruiting, preparing and supporting FCS educators

Solving the Problem

The national FCS educator recruitment and preparation initiatives identified in the June 2015 leadership summit were the profession's first attempt to collectively and holistically address the FCS educator shortage. In the past, individual organizations and interest groups worked independently on their goals to support FCS education. To resolve the problem, the community needed to develop a self-sustaining infrastructure for using national leadership academy summits, regional and state partnerships, professional association partnerships, and industry partnerships.

In *The Wisdom of Crowds*, Surowiecki (2004) reinforces the accepted wisdom that groups of people are better at solving problems and at making good decisions, and are more innovative than individuals working alone. The employability skills identified by Crawford et al. (2011) for new graduates are the same as those needed by stakeholders to resolve the problem. To address the shortage, stakeholders need to demonstrate experience in effective communication, problem solving, self-management, teamwork, professionalism and leadership. Implementation of the national strategic initiatives would require interaction among academic institutions

“In the classroom, in the field, and in the lab, FCS professionals are addressing NIFA goals related to healthy behavior formation, financial literacy, food safety, sustainable consumption, and optimal well-being... For this work to remain a cogent force in effectively addressing our most pressing challenges, we must ensure a thriving, diverse, well-trained workforce.”

–Shipley & Crocoll (2016)

to create efficiencies for all stakeholders, expand recruitment efforts, increase candidate access to information about licensure options and FCS content resources, and strengthen the preparedness of FCS educators entering the workforce from multiple pathways. Thus, a collaborative approach to improving the recruitment and preparation of FCS educators would require sharing resources and expertise to align the various partners' strengths with the national initiatives that best match their areas of specialization.

In April 2018, the State University of New York (SUNY) – Oneonta; the Family, Career and Community Leaders of America (FCCLA); and AAFCS were awarded a three-year grant from the United States Department of Agriculture, National Institute of Food and Agriculture (USDA-NIFA), to establish the National Partnership to Recruit, Prepare and Support Family Consumer Sciences Educators. The grant includes approximately \$750,000 plus matching funds from the three partners (for a total of \$936,572) to address the documented shortage of FCS educators on a nationwide basis. The project facilitates collaborative interaction with education institutions, state departments of education, extension programs, K–12 educators and students, professional associations, student organizations, and industry partners across the country. Fourteen organizations and industry partners have agreed to participate in the funded project.

The goal of the funded project is to create and use a national leadership academy and self-sustaining model to address, holistically, the need for an increase in the number of qualified FCS educators, based on the following objectives:

1. Produce and/or distribute resources to support FCS educator recruitment and preparation. These include state and national curriculum resources; state li-

censure information; scholarship and financial aid information; leadership, skill and knowledge development webinars; and a national directory of educator preparation options.

2. Promote FCS workforce opportunities to wide audiences to recruit diverse candidates.
3. Share postsecondary faculty, courses and students on a national level. These actions maximize the use of resources by providing a sequence of online FCS content and pedagogy courses needed for educator licensure.
4. Provide targeted support to the Northeast region. The majority of the academic institutions in this region have eliminated FCS educator programs, and few of them are assisting school districts or extension services.

Implementing Grant Projects

The grant projects focused on preparing and supporting educators are aligned with the recently revised National Standards for Secondary FCS Education, the National Standards for Teachers of FCS and the Degree Qualifications Profile (DQP). The DQP, beta tested at more than 400 colleges and universities in 45 states, identifies a baseline set of reference points for what candidates should know and be able to do in order to earn educator licensure at the bachelor's or master's level. The DQP provides a qualitative set of learning outcomes organized within the five broad, interrelated categories of specialized knowledge, broad and integrative knowledge, intellectual skills, applied and collaborative learning, and civic and global learning (Lumina Foundation, 2014).

Specifically, over the next three years, the funded grant will implement the following:

1. Create an online national licensure directory, by state, to help candidates identify and meet specific state FCS requirements.

2. Create an online catalog of state FCS curriculum guides and resources that candidates and educators can access to help them develop and deliver quality FCS programs.
3. Create and facilitate an online bank of free webinars to provide educators with information on current FCS topics and pedagogy strategies.
4. Create an online overview of preparation options (traditional and alternative model programs, credit for prior learning, national map and directory of providers, etc.).
5. Provide an online summary of available scholarship opportunities, financial aid links and loan forgiveness information for high-need teaching fields.
6. Create a bank of online FCS content courses that will be delivered by multiple universities, on a rotating basis, for place-bound candidates seeking licensure.
7. Create and implement a national Say Yes to FCS marketing plan and products.
8. Facilitate national leadership academy summits to advance FCS educator recruitment, preparation and support.
9. Create and facilitate a targeted development and support network for the Northeast region.

Conclusion

By combining resources and sharing expertise to form best practice models, this partnership will create national resources that can be accessed and replicated or adapted at state and district levels with their stakeholders. The USDA-NIFA support will make a significant impact in increasing awareness of career opportunities and access to career preparation resources. Combining university resources and grant funds with professional and student association resources, and with industry and education partner expertise, creates a synergy that facilitates a cost-effective, collabor-

orative and holistic approach to developing high-quality educators that meet state and national workforce needs, an effort that can be replicated and sustained over time. ■

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EXPLORE MORE

To learn more about the funded project and get involved in project activities, visit www.aafcs.org/sayyes.

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Source: FCCLA



Say Yes to FCS

Join a State Action Team and start to fill the FCS educator pipeline.

The National Partnership to recruit, prepare, and support Family and Consumer Sciences Educators invites you to sign up for your State's Action Team!

We need YOU! This work will need a focused group of leaders in every state to secure success. Educators are invited to join a State Action Team to help create state plans for recruitment, research, data collection and outreach. Scan this QR code to access the application form for your State Action Team today.



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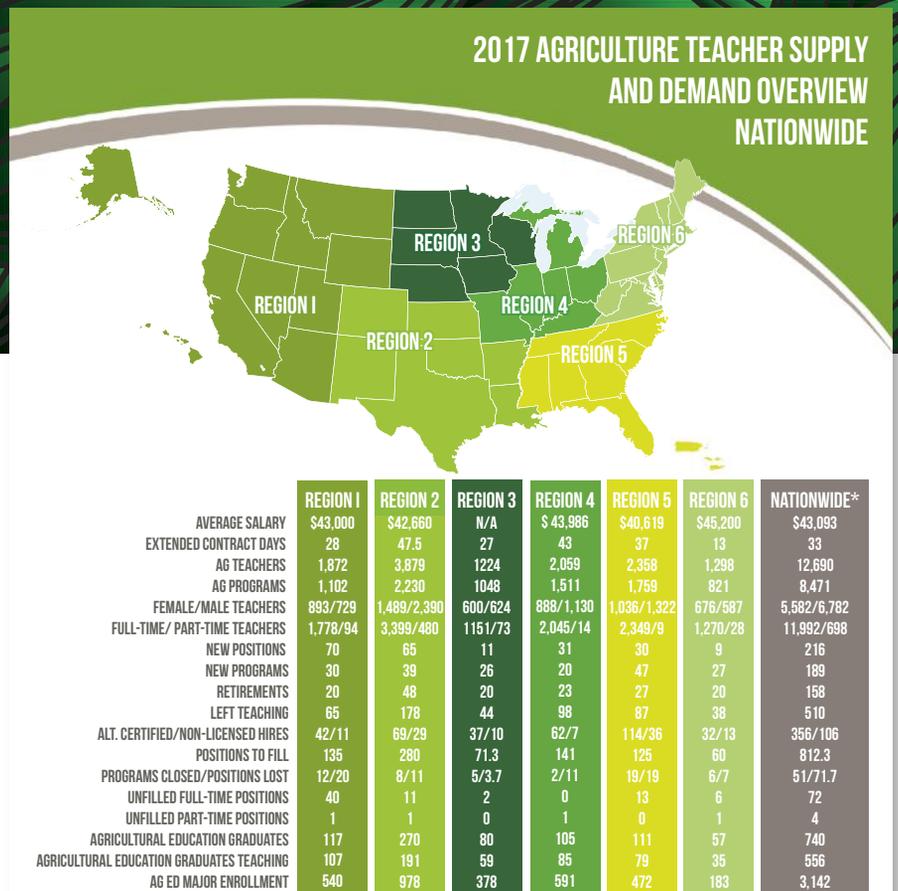
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FORMERLY CAREER CRUISING

Tagged to #TeachAg!

By Ellen Thompson



Ensuring a quality and diverse supply of agriculture teachers who will inspire the next generation of leaders, problem solvers, entrepreneurs and agriculturalists: That's what we wake up thinking about every day at the National Teach Ag Campaign (NTAC). The NTAC started in September 2009 as an initiative of the agricultural education leaders who make up the National Council for Agricultural Education (Council).

The National Association of Agricultural Educators (NAAE), which holds a seat on the Council, pitched the idea for a nationwide initiative to raise awareness of the need to recruit and retain high-quality and diverse teachers; to encourage others to consider a career teaching agriculture; and to celebrate the positive contributions agriculture teachers make in our schools and communities. The hope was that a collective voice might eliminate duplication, increase efficiency and work on behalf of the entire profession to address the shortage of agricultural educators, current and future, in our classrooms. The Council loved the idea, agreed to allocate starter funds and thus the NTAC was born.



www.naae.org/teachag

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AGRICULTURE TEACHER SUPPLY AND DEMAND HIGHLIGHTS

- The **demand** for agriculture teachers continues due to **program growth, expansion, retirements and openings**.
- School districts **value** the agricultural education model of rigorous **STEM** based classroom and laboratory instruction, experiential learning and leadership development.
- The **retention rate** of agriculture teachers is historically **high** at nearly 96%.
- Individuals majoring in **agricultural education** is **increasing** even as other education content areas are experiencing decreases.
- The **conversion rate** of agricultural education graduates is at an all-time **high** of 75%.
- The majority of new agricultural education majors are **Caucasian female**.
- School districts are hiring an unprecedented number of **alternatively certified and non-licensed teachers** to fill open positions due to **demand**.

Through a collaborative effort with the American Association for Agricultural Education (AAAE) and use of their National Supply and Demand study, NTAC is able to collect annual data on the status of current and future agricultural educators.

In its infancy the NTAC focused primarily on brand recognition, raising awareness of the demand and marketing. We still focus on those areas, but our current presence has grown into a large-scale teacher recruitment and retention platform that encompasses marketing from brand development to social media, and targeted promotional materials to feature stories, program management, preservice training, state level support, data collection and analysis, and resource creation and distribution.

There is no magic wand, only laser-focused attention on the mission and goals. Everything we do at the NTAC aims to either recruit or retain an agriculture teacher. The programming we deliver must be sustainable and effective. Everything we design, create or otherwise have a hand in improving is replicable across all content areas at the local, state, regional and national levels.

The truth is, the NTAC markets a career for which we don't hire. That presents a lot of opportunities and a lot of challenges. Where do we start? The answer is as simple and complex as you would imagine. Data. That's where you start. There's no wiggle room on this one. At minimum, you need to know:

- Number of teachers, total, in the state or profession
- Number of teachers that left during the last academic year: Why did they leave?
 - Stay-at-home parent?
 - Industry job?
 - Retirement?
 - Administrator?
 - Moved with spouse, teaching same content in another state?
- Number of new graduates with a certified teaching degree
- Number of those graduates who accepted teaching jobs
- Current underclassman enrollment
- Demographics of current and preservice teachers
- Certification status of current hires

With strong data collection, analysis and distribution systems in place, we were able to pinpoint where to focus our efforts, identify the threats and opportunities, and execute the most sustainable and effective recruitment and retention strategies. According to the last four years

2017 NATIONAL TEACH AG DAY

THURSDAY, SEPTEMBER 21



The 8th Annual National Teach Ag Day was celebrated in Chicago, IL and hosted by the Chicago High School for Agricultural Sciences.



Teach Ag Champions
Nebraska Farm Bureau Foundation
Dr. Jeremy Falk, University of Idaho
Congratulations to our recipients!



2018 Commitments
\$725,000 CHS gift as part of a three year; \$3.8 million gift to the National FFA Foundation.
\$100,000 Dow DuPont gift to the Thurgood Marshall College Fund for agriculture teacher diversity fellows.
\$50,000 BASF gift to support the National Teach Ag Campaign.



Webcast Views
4,751 webpage views
48 states joined the live webcast
507 Livestream site views
*average audience size: 10 people
Approximately 5,070 viewers (through Livestream)
7375 Facebook streaming views
23,598 Facebook streaming reach
Total Facebook and Livestream viewers = 28,668
2,072 Facebook Live from the Green Carpet views



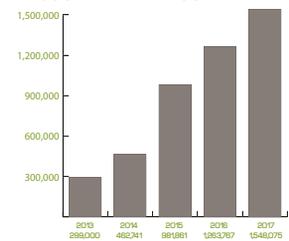
Teach Ag Video Contests
10 video submissions
10 states participated
12,852 total views
Collegiate Winner:
Washington State University
Open Category Winner:
Iowa FFA Association



On-Site Attendance
75 on-site attendees
30 states represented
14 institutions
34 preservice teachers
16hrs of preservice professional development
36 tagged photo submissions

#TAGGED17

SOCIAL MEDIA FOOTPRINT



- 18,902 post reach
- 49,457 accounts reached
- 4,899 engagements
- 3,900 profile frame users
- 673,606 accounts reached
- 1528,701 impressions
- 608 contributors
- 2,588 story views
- 317 #tagged17 posts
- 8,187 views



Commitment to quality impact data is critical to sharing the NTAC story with partners, donors and peers.

of quality and comprehensive data analysis undertaken by NTAC, collected by the AAAE National Supply and Demand study, degree enrollment has increased from 2,575 in 2014 to 3,172 in 2017; the number of new graduates taking their first job has increased from 69 to 75 percent. School districts continue to open and expand programs; retention rates are at record levels, up from 95 percent in 2014 to 96 percent in 2017, and teacher certification programs in place at postsecondary institutions increased from 84 in 2014 to 101 in 2017. Additionally, gender diversity among current teachers has started to neutralize, where 44 percent are female and 53 percent are male. At the same time, alterna-

tively certified new hires increased from 183 in 2014 to 356 in 2017. Knowledge and comparison of these and other variables drive everything we do.

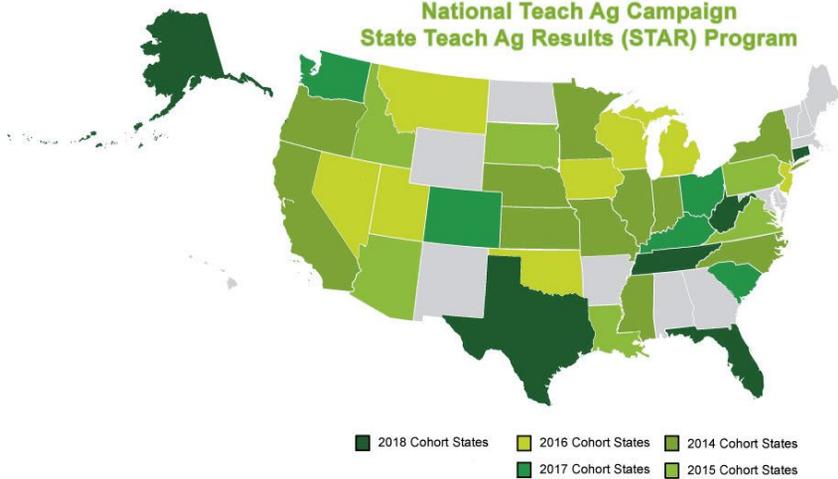
How We Do It

The recruitment and retention strategies we use have evolved over time but the common thread is this: What offers the greatest return on time, talent and resource investment? Our strategies are applicable to any discipline, organization or group.

National Teach Ag Day

NTAC's signature annual event, held the third Thursday in September (except when it falls on Rosh Hashanah), Nation-

National Teach Ag Campaign State Teach Ag Results (STAR) Program



In 2014, 11 states served as the inaugural cohort; now 36 states participate in the program. States may opt out on an annual basis. To date, the program has a 100 percent re-enrollment rate.

al Teach Ag Day started as a simple way to encourage everyone in the agricultural education community to use social media to tag a future agriculture teacher. Via activities that include games, lesson plans, communication with administrators and lectures from guest speakers, the campaign shares the many benefits and rewards of teaching agriculture.

In 2012, NTAC launched the first National Teach Ag Day live webcast celebration, featuring panelists, speakers, crowd interaction, prerecorded videos as well as on-site pre- and post-event festivities. The celebration is streamed online for external viewers to watch and engage with us in real time via social media. Some universities host watch parties while others incorporate National Teach Ag Day in their lesson plans. Secondary teachers may tune in and use a unique graphic organizer with their classes. The one-day event elevates agricultural education as a viable career option and gives current teachers some feel-good mojo to kick off the school year.

State Teach Ag Results Program

There is only so much that can be done at the national level. Local and state-level efforts are also needed. Anecdotal evidence suggests the biggest reason someone considers being an agriculture teacher is because someone told them they should. The State Teach

Ag Results (STAR) program launched in 2014 to provide assistance to states developing and implementing a results-driven, data-focused and customized recruitment and retention plan. States enrolled in the program must commit to building a team of leaders consisting of, at minimum, a teacher, teacher educator, state department of education or related staff member, alumni, state Future Farmers of America (FFA) foundation representative, and preservice teacher who all have the authority to make decisions on behalf of the state regarding teacher recruitment and retention. The team meets with an NTAC staff member to review submitted information, discuss solutions, identify key priorities, and develop a plan and drafted budget.

To ensure impacts are optimized, STAR states are asked to develop communication and tracking plans. States share strategy success and improvement updates several times a year through the Teach Ag advisory board, the NTAC and end-of-the-year impact reports. The NTAC assists in creating customized promotional materials for states: flyers, posters, signs, handouts, giveaways, banners, logos and everything in between.

Future Agriscience Teacher Symposium

In 2013, the NTAC worked with a marketing firm out of Chicago to help identify

where our focus would have the greatest impact. The main target audience group at the time was high school students. Through conversations with the firm, we determined preservice student engagement and retention was an area that needed more attention. It seems obvious now; these are individuals who have already shown their commitment by applying to college, enrolling and majoring in agricultural education.

Preservice retention is now one of our top priorities. As the budget grew, we expanded our preservice offerings. The Future Agriscience Teacher (FAST) symposium series offers customized professional development experience for preservice agriculture teachers with a focus on inquiry-based instructional development, inclusion and diversity training, program tours, mentoring, personal growth, and professionalism. The symposia are held in conjunction with other events such as National Teach Ag Day and NAAE Convention as well as specialty experiences at the Cultivating Change Summit, Agriculture Future of America (AFA) Leaders Conference, Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) Conference, among others still being identified. Wherever future agriculture teachers are gathering we want to have a presence and opportunity for them.

Communication

NTAC's ability to deliver results, provide meaningful programming, engage multiple partners and sustain success are all dependent on our brand and reputation. Our team creates multiple communication and execution plans throughout the year to ensure message alignment and transparency with all stakeholders.

- NTAC website: A one-stop shop for lesson plans, activities, games, videos, job openings, state certification requirements, testimonials, parent resources, preservice tools, news articles, announcements, publications, supply and demand profiles, and more
- Social media: The NTAC has an active presence on Twitter, Facebook and Instagram that is coordinated with our key messages, offering timeline updates and highlighting agriculture teachers.

- E-newsletters: Published monthly for early career teachers, secondary and postsecondary students, and internal and external stakeholders
- Annual report: A useful tool to gauge progress and to use as an accountability touchpoint with our partners
- Tagged to Teach Ag kit: Specially designed boxes (including a personalized card, t-shirt and numerous other logo giveaways) anyone may purchase, at cost, through the NTAC to encourage someone to teach agriculture
- Teach Ag advisory board and subcommittees: Made up of one representative from each STAR state (36) as well as stakeholders, the advisory board meets via conference call three times a year with the purpose of sharing resources, ideas and program progress. The subcommittees are smaller groups that address targeted questions related to NTAC programming and meet via webinar twice a year.
- Event representation: At various events including AFA, MANRRS, Latinos in Agriculture, National FFA Convention and others. We also support state efforts to attend events that may attract new and diverse audiences.

Inclusion and Diversity

Everyone — student, teacher, supporter, state staff leader, teacher educator and all those who are still finding their way to agricultural education — needs to know they are welcome and safe to be their authentic self no matter their ability, background, race, gender, ethnicity, sexual orientation, religion, socio-economic status or geographic location. Inclusion and diversity (I&D) representation and training is key to the mission and goal of ensuring all classrooms reflect the communities they serve. NTAC's I&D commitment is embedded into ALL programming through training, unique experiences with others, policies and representation; this includes everything from the music we use in our videos, the food we serve at our events, the teachers we select to highlight, the speakers we contract with, the location of gatherings, the look and feel of our promotional materials, and the programs we offer.



2017 NAAE Convention FAST cohort included 50 preservice teachers who engaged in more than 40 hours of professional development and networking.

Tagged to Teach Ag Kit

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- Button
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- Fun Packaging
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- Luggage Tag
- Lanyard

An average of 500 Tagged to Teach Ag kits are ordered annually.

Why We Do It

Agricultural education, as part of the career and technical education family, impacts hundreds of thousands of young people every year. At the heart of the agricultural education program is the agriculture teacher. The agriculture teacher cultivates a love for learning. The agriculture teacher inspires the next generation of agriculturalists. The agriculture teacher mentors and motivates young people to be civic-minded. The agriculture teacher has the capacity to instill courage, dedication and resilience in their students. Quite simply, agriculture teachers change lives.

Onward, upward and always forward. ■

Ellen Thompson has served the National Teach Ag Campaign in various roles over

the past nine years, most recently as the project director. Prior to her position with the National Teach Ag Campaign, Ellen taught high school agriculture for eight years in Sauk Centre, Minnesota. Email her at ethompson.naae@uky.edu.

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DEEPENING CONNECTIONS:

Getting Agriculture Teachers into the Classroom & Keeping Them There



By Julie Fritsch

For Sabrina Sterns Davis, an agriculture teacher in Lithonia, Georgia, a lifelong love for agriculture combined with the satisfaction she gets from seeing her students excited about learning has kept her in the classroom since 1998.

“When that lightbulb goes off, they say, ‘I get it’, and they get excited about it like I’m excited about it,” she said. “You fall in love with what you do, and everything becomes easy.”

Another contributor to agriculture teachers’ sense of job satisfaction might, at first, seem counterintuitive. Most are also advisers for the National FFA Organization, formerly known as Future Farmers of America, which means they engage students in leadership activities that include competitions, conferences and community service projects. Involvement with a career and technical student organization (CTSO) like the FFA is an extra responsibility

on an already full plate, to be sure, but the agriculture teachers we spoke with explained how it can actually help make their jobs more fulfilling.

Dane White has taught agriculture for more than a decade at Galt High School in Galt, California. He will tell you that his favorite part of teaching agriculture is classroom instruction, but the FFA portion of his program is where he and his co-teachers can really broaden their reach.

“FFA allows us to form the kind of relationships that build credibility,” White said. “If FFA wasn’t part of this job, we wouldn’t have the relationship with kids and the community that we do.”

“The purpose of my job is to connect with students and make some sort of impact,” said Isaiah Govea, an agriculture teacher and FFA adviser at AAEC-South Mountain High School in Phoenix, Arizona. “When you remove students from the classroom setting and can see them as a whole person, that’s where I thrive. I feel like I’m really doing my job.”

These blended responsibilities can deepen an agricultural educator’s appreciation for their career and, by accident or by design, might lead their own students to consider a career in agricultural education.

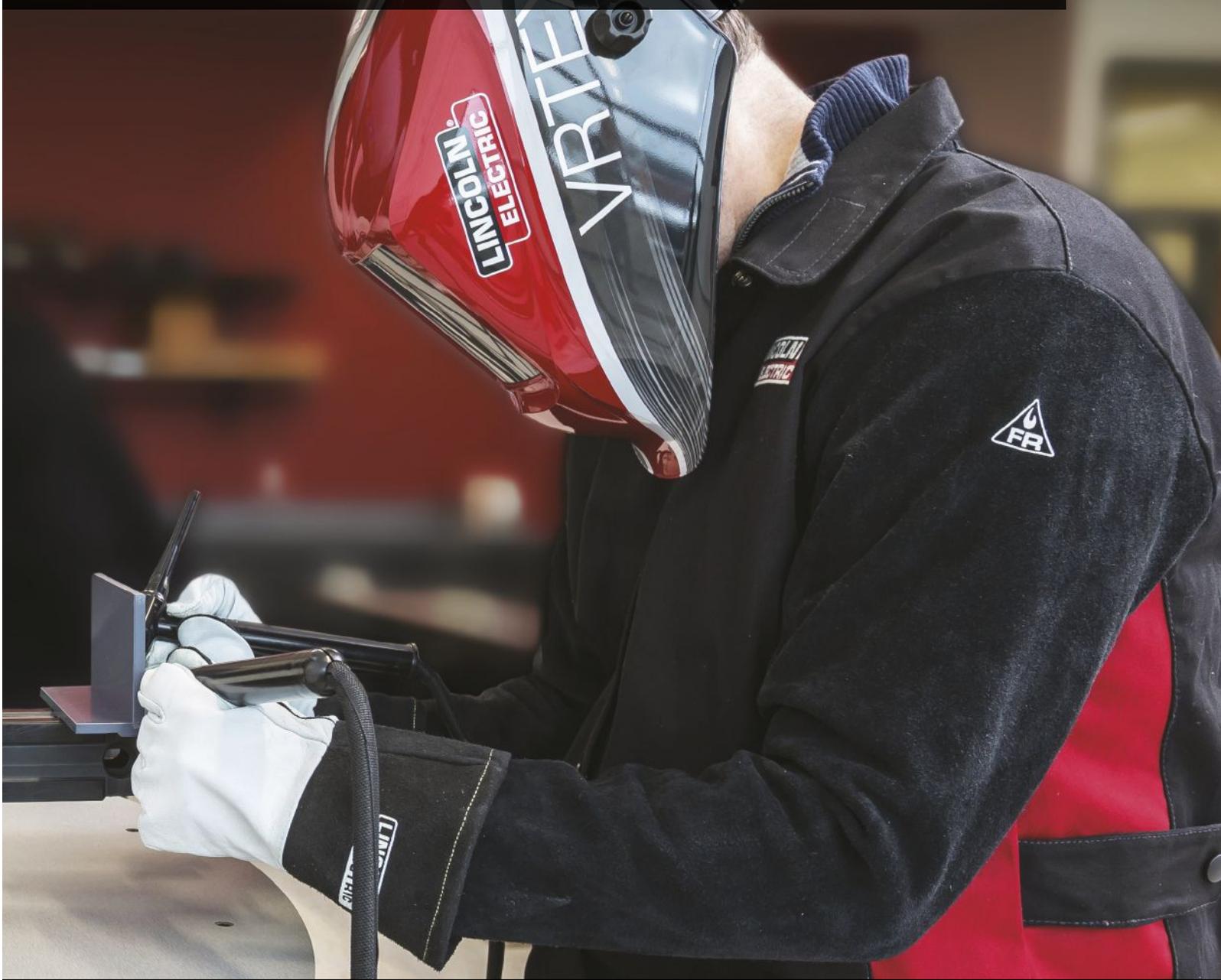
“My ag teacher made the most significant difference in my life aside from family members,” said White. “I feel like every young person needs someone in their life who sees their potential as more. They saw who I could become and never let me off the hook.”

Why do teachers start, and why do they stay? The answer is complicated but, at least for these teachers, it lies in building rich connections with their students that go far beyond the classroom walls. ■

Julie Fritsch is the force behind Julie Fritsch Creative, where she helps agriculture tell its story through written pieces, graphic design and other projects. She lives on a farm in Kentucky with her husband, who is an agriculture teacher, and their two children. Email her at julie@juliefritsch.com.

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CAN IMMIGRANT HELP ADDRESS CTE

By Jeffrey Gross

T

hese three industry professionals couldn't be more different:

- Gebre earned his bachelor of science in chemical and bio-engineering at Addis Ababa University in Ethiopia, going on to work in quality assurance and lab management as well as teaching high school English and physics. After coming to the U.S. as a refugee in 2016, he first worked in sales and is now putting his technical skills to work as a production manager at a dental research and manufacturing company.
- Leila was a family practice doctor in Iran, working in both city hospitals and underserved rural areas. In her eight years in the U.S. — while perfecting her English and gaining citizenship — she's been a medical interpreter, a community health educator and an instructor in a medical assistant program, continuing her commitment to health care despite barriers to becoming relicensed as a physician here.
- William came to the U.S. from Jamaica, where his degree in agricultural engineering and agronomy led to over 12 years of international experience as a project consultant and engineering director in rural development projects, and teaching high school agricultural science and Spanish along the way.

He's currently volunteering at an urban farm in Massachusetts run by the regional environmental council, providing technical support on irrigation and soil and water conservation.

But they have two things in common: First, they're all work-authorized immigrants to the U.S. who earned their education and work experience abroad. Second, they belong to a growing pool of talented, resourceful and multicultural professionals with the potential to provide much-needed teaching talent — and a crucial global perspective — in career and technical education (CTE) classrooms.

Among the almost 40 million immigrants in the U.S. are more than 7.5 million college-educated, work-authorized individuals aged 25 and over. This includes four million foreign-trained professionals who earned their degrees and began their careers outside of the country (Batalova, Fix, & Bachmeier, 2016). The majority are proficient in English and more than half have lived and worked here for more than a decade. Most have successfully restarted their journeys to career success in the U.S. — some in their original fields, some in alternative professions that leverage their advanced skills and experience.

Some 29 percent of foreign-educated immigrants, on the other hand — 1.15 million — remain unemployed or underemployed, working in low-skill, low-wage jobs (Batalova, Fix, & Bachmeier, 2016). While language barriers are an obstacle for many, a variety of systemic obstacles also hamper their career advancement, including difficulties navigating the U.S. job market, poor professional networks and complex professional licensing requirements that can vary widely across states.

Teaching, historically, has not been a profession accessed by foreign-educated immigrants in the U.S., even those trained as teachers. Yet some advocates and educators are beginning to ask: Can these talented global professionals — whether already successful or looking for opportunities to use their skills and experience — help meet the growing nationwide demand for career and technical education (CTE) instructors, especially in science, technology, engineering and math (STEM) fields and in underserved locales? And how can their linguistic and cultural expertise serve increasingly diverse student bodies, including growing numbers of English language learners (ELLs)?

Growing Recognition and Growing Shortages

The importance of CTE instruction for our economic future has gained attention in

PROFESSIONALS TEACHER SHORTAGES?

recent years, even as the field faces a range of challenges. Politicians, policymakers and the general public are increasingly recognizing the role of high-quality secondary and postsecondary CTE programs that prepare students with the 21st-century skills and experience to succeed in in-demand, high-wage jobs driving our economy. According to a recent report from ACTE and Advance CTE (2017), 44 states passed policies last year to strengthen CTE funding, and more than two-thirds of state departments of education used career-focused indicators in their Every Student Succeeds Act (ESSA) accountability measures.

Even as states and school districts seek to strengthen CTE programs, however, they're finding it harder to hire trained, experienced instructors. For 2017–18, according to the U.S. Department of Education (2017), 34 states reported shortages of CTE teachers; many classes were led by instructors with just a provisional certificate. Shortages are especially sharp in STEM fields and, not surprisingly, these gaps are felt most acutely in underserved rural and urban schools.

The causes are familiar: Many CTE instructors are retiring or leaving the field for better-paid opportunities. High educational costs and low salaries keep college students from exploring CTE teaching as a profession, and some CTE education

programs are closing their doors as enrollment has dropped. Poor compensation and regulatory hurdles also create barriers against industry experts bringing their much-valued experience and expertise into the classroom.

Tracing Alternate Pathways

Alongside traditional preparation programs, which usually require a teaching degree in CTE or with a CTE recommendation, 91 percent of states have alternative certification pathway policies in place, making it easier for industry experts or those with relevant subject area credentials to transition into teaching without a CTE degree (Advance CTE, 2016).

While these programs differ across states, alternative pathways — especially in STEM subjects — usually require some combination of industry experience, a bachelor's or associate degree in a relevant field, and passage of an industry standard exam or skills assessment, in order to gain a provisional license. Earning full certification usually depends on successfully completing a year or more of supervised teaching, along with accredited college-level subject and pedagogy training and passing statewide teacher certification exams.

Alternative pathways have become an increasingly important tool for addressing

CTE teaching shortages nationwide. According to the U.S. Department of Education (2014), a third of CTE instructors are now licensed through alternative certification programs. In a recent survey, more than four out of five state CTE directors reported that they saw alternative programming as a tool to increase access to industry experts, a high priority for leaders in the field (Advance CTE, 2016).

Many states are working to increase access to industry professionals in the CTE field through improved outreach and legislative/regulatory changes, even as they strive to improve preparation and mentoring for new educators (Advance CTE, 2017).

International Experience in US Classrooms

As states and school districts engage industry professionals to serve CTE students, foreign-trained immigrants — who constitute 10 percent of all college-educated individuals in the U.S. (Batalova, Fix, & Bachmeier, 2016) — represent a unique resource. In addition to industry-specific skills and experience, immigrant professionals bring a global perspective to industries, especially STEM fields, with an increasingly international dimension. For those individuals facing structural barriers to relicensing in their original occupations, especially in medical and

engineering fields, alternative pathways to CTE instruction also mean their skills, passion and experience can continue to make an impact.

The linguistic and cultural competencies skilled immigrants bring with them also offer unique benefits for the growing population of English language learners in U.S. schools. This group has increased by more than 25 percent over the last two decades, and now represents almost 10 percent of all K–12 students (U.S. Department of Education, 2018). Such diversity can pose a challenge for CTE educators, who are often not trained to support ELL students, even as these students are becoming overrepresented in CTE classrooms (Hernandez-Gantes & Blank, 2009). Immigrant professionals often come from the same communities as ELL students, and can share and support their experience in a dual-language environment.

The value of tapping talented educators from within immigrant and minority communities is being recognized in the surge of “grow your own” teacher preparation programs around the country. Such programs partner school districts, higher education institutions and community-based groups to actively recruit and train racially, ethnically and linguistically diverse candidates to enter and persist in teaching careers in their own communities (Skinner, Garreton, & Schultz, 2011).

What Cities and States Are Doing

In the largest and one of the most diverse school systems in the country, for example, the New York City Department of Education (NYC DOE) is continuing to expand efforts to diversify its educator workforce in single-subject STEM and CTE STEM fields. Leveraging new regulations passed by New York state in 2017, the NYC DOE offers a preliminary CTE certificate with just a bachelor’s degree and one year of work experience or an industry credential, while also streamlining testing requirements for

CTE instructors. NYC’s Office of Teacher Recruitment and Quality has also recently convened a working group to identify how to help skilled immigrants navigate the CTE credentialing process and market themselves to schools (C. Aguirre, NYC DOE, Personal Communication, Jan. 12, 2018).

Across the country, in California, a statewide nonprofit has expressed a goal to recruit STEM talent into high-need schools, including the CTE classroom. The EnCorps STEM Teachers Program selects, trains and supports STEM industry professionals and military veterans as they change careers into teaching. EnCorps enables participants to become involved with education on a volunteer basis for one year, during which CTE candidates may complete their preliminary credential online. In their second year, EnCorps Fellows who hold CTE credentials are able to teach full time. Fellows also commonly elect to pursue a single-subject credential, spending one year in a traditional or residency preparation program or earning a credential while teaching via an intern program.

Since 2014, EnCorps has worked with more than 500 career changers, 23 percent of whom entered CTE. This includes dozens of skilled immigrants, many of them South Asian professionals from California’s high tech sector. Fellows benefit from ongoing mentorship from EnCorps staff and host teachers at partner sites as well as support with exams, credentialing, financial aid, finding full-time employment and professional development — the kind of supports shown to be crucial to teacher retention long-term. Once employed, EnCorps teachers have an 87 percent five-year teacher retention rate working in low-income schools, compared to an average of 50 percent (D. Taus, EnCorps, Personal Communication, Aug. 2, 2018).

Federal education policies and funding streams are also helping drive new directions in CTE teacher recruitment, including strategies that can engage immigrant

and minority educators. The High School Career and Technical Education Teacher Pathway Initiative (CTE-TPI), launched in 2017 with Perkins Act National Activities funding, provides three-year grants to school boards, state education agencies and community-based stakeholders to bring more teachers, especially industry experts, into high school CTE programs aligned with in-demand industry sectors.

In Tennessee, for example, the Experienced Professionals in the Classroom project seeks to recruit and retain CTE teachers in advanced manufacturing, health science and information technology. Working with partners to develop a cost-effective community college educator preparation program, the program is piloting co-teaching models with industry partners to assist rural districts, and employing district (college) industry partnerships to pilot “grow your own” CTE educator programs in local school districts to recruit and train teachers from minority communities.

Where Next?

How can states, cities and school districts tap into the many-sided resource that immigrant professionals represent for CTE? To a great degree, and as the examples above show, this process can build on efforts already happening across the country to engage, train and support industry experts in becoming CTE educators, and through initiatives that reach out to local talent in minority and immigrant communities. As a forthcoming report from World Education Services (Gross, 2018) indicates, many states, including Washington, Oregon, Maine, Minnesota, Ohio and Arkansas, already have a range of federally and state-funded efforts focused on bringing skilled immigrants into the classroom as STEM, bilingual education and early education teachers.

One thing these efforts have in common is building collaboration among diverse stakeholders, including community-based groups and nonprofit career services and adult education providers that work close-

ly with local immigrant populations, the foreign-trained among them. The National Partnership for New Americans, for example, includes 37 immigrant-serving organizations active in 31 states that can help connect skilled immigrants — who are often unfamiliar with career opportunities in teaching — to information and resources on pathways into that profession. Such community partners can also work with school districts and higher education partners to establish systems and supports to help immigrant professionals navigate these pathways, and get the training, mentoring and career development assistance they need to contribute, and remain, in the classroom.

In addition, a range of national organizations, including World Education Services Global Talent Bridge, the Community College Consortium for Immigrant Education, and Upwardly Global, are part of a growing, nationwide movement that can provide information, programmatic resources and technical assistance for public sector and nonprofit groups working to advance the contributions of immigrant talent in states and cities across the country, in teaching and other professions.

Skilled and experienced foreign-trained professionals like Gebre, Leila and William and millions of others are poised to take up the challenge. ■

Jeffrey Gross, Ph.D., is a policy consultant at World Education Services. From 2012-17 he was director of the New Americans Integration Institute at the Massachusetts Immigrant and Refugee Advocacy (MIRA) Coalition. Email him at jmgross1@gmail.com.

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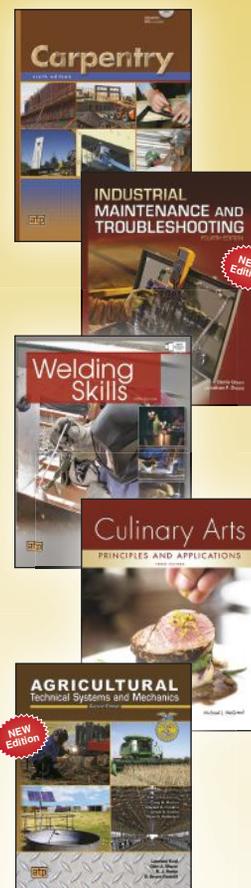
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iTeachU:

Building Upon National and State CTE Teacher Recruitment Efforts

by Nicole A. Graves & Laura Hasselquist

Alarms, warning of the shortage of secondary teachers in content areas such as agriculture education and family and consumer sciences (FCS), have been sounding for longer than 20 years (Werhan, 2013; Randel & Spavone, 2016; U.S. Department of Education, 2017).

In response, national initiatives emerged to address the need to recruit teachers into these career and technical education (CTE) fields. The National Association of Agricultural Educators (NAAE) (2018) began the Tagged to Teach Ag initiative in 2009 and turned a spotlight on the need to recruit and retain professionals in that space. A Kansas-based campaign coined "Say Yes to FCS" was adopted in 2014 by the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) (Randel & Spavone, 2016). The American Association of Family and Consumer Sciences (AAFCS) hosts online resources to fill the FCS teacher pipeline. These campaigns and others have heightened an awareness of the need for teachers in these fields of CTE.

Teacher Shortages in Agricultural Education and FCS

In recent years, the national focus has re-emphasized CTE's critical role in preparing secondary students for college and career readiness. Secondary schools are receiving the message and recognizing the need for CTE programming. In fact, 189 agricultural education programs were added in schools across the nation in 2017–18. Despite program growth, the supply of qualified agricultural teachers continues to fall short of the demand (Smith, Lawver, & Foster, 2018). The teacher shortage problem is not exclusive to agricultural education. According to a national study conducted by Carol Werhan (2013), published in the *Journal of Family and Consumer Sciences*, half of reporting states noted difficulties in filling open FCS teaching positions with highly qualified teachers.

A nationwide listing of teacher shortage areas revealed that 17 states specifically identified family and consumer sciences as a

content area in need of teachers (U.S. Department of Education, 2017). However, as noted by Werhan and Whitbeck (2017), this data may not be a clear indication of the true need as some states may list FCS under other course content designations, including generalized CTE. Additionally, some states do not adequately track the need for teachers in some content areas.

Cautious interpretation of the national teacher shortage data is also warranted. For example, if a state lists a content area as in a critical shortage one year and not the next, one may mistakenly conclude that the need has been filled. Such a report may also serve as an indication that states simply closed programs when qualified teachers could not be found. Smith, Lawver and Foster (2017) reported that 52 agricultural education programs across 27 states were closed in 2016–17. States that fear program closure must take action to secure the CTE teacher pipeline.

Statewide CTE Teacher Recruitment Efforts

Capitalizing on the buzz created by the national Tagged to Teach Ag and Say Yes to FCS campaigns, statewide recruitment efforts are underway to recruit the next generation of CTE teachers in South Dakota. The State Teach Ag Results (STAR) program is a state-level initiative from the National Teach Ag Campaign (NTAC) designed to increase recruitment and retention efforts. Teams in each state meet twice a year to set goals and track work, supported by the NTAC through consultation services, grant funds, promotion and effort assessment summaries. The Signing Day held annually at South Dakota's FFA Convention arose as a project from NTAC's STAR program. Each year, South Dakota FFA members who plan to attend South Dakota State University (SDSU) to major in agricultural education are invited to participate in the event, which mirrors an athletic signing. The student, their agriculture teacher and SDSU faculty sit at a table and sign a framed letter of intent to teach agriculture.

South Dakota has undertaken additional statewide efforts to recruit family and consumer sciences teachers. The South Dakota

Association of Family & Consumer Sciences (SDAFCS) promotes the national Say Yes to FCS campaign by generating and distributing a monthly list of ideas for FCS professionals to use to spread the word about FCS in their local communities. SDSU student members of the AAFCS/Family, Career and Community Leaders of America (FCCLA) alumni group also conduct Say Yes to FCS workshops and utilize social media platforms to promote the family and consumer sciences education (FCSE) career pathway.

What is iTeachU?

In addition to the traditional means of recruiting, SDSU implemented iTeachU in 2011. The one-day, annual event on campus is a joint effort between the agricultural education and FCSE faculty in the department of teaching, learning and leadership, and introduces participants to a career in teaching while simultaneously providing a glimpse into college life. Though the programming focuses primarily on prospective agriculture and FCS educators, high school students interested in pursuing an education degree in other content areas are also welcome to attend. Between 2011 and 2015, 153 students participated in the event (Smalley, DeBates, & Smith, 2016); after a hiatus in 2016, iTeachU hosted nine students last year.

Associated faculty take on the logistical roles of organizing and planning the iTeachU program, while current SDSU students facilitate the event. This joint effort between faculty and students with diverse interests is purposeful. At SDSU, several of the core education courses are cross-listed between these disciplines, and many students, pursuing degrees to become agriculture and/or FCS teachers, will attend classes taught by both faculty throughout their time as students. These shared classroom experiences help students recognize the CTE connection that agriculture and FCS share.

SDSU agricultural education and family and consumer sciences faculty share a mission to prepare secondary students for college and career. Agriculture and FCS teachers also serve as advisors of their respective career and technical student organizations (CTSOs): FFA and FCCLA. The importance of establishing a unified and collaborative relationship among CTE teachers begins in the SDSU classroom. Agriculture and FCSE faculty model collaboration and encourage students from both programs to learn from each other and solve problems together. Current SDSU students have vocalized the importance of collaboration with other CTE teachers. The hope is that graduates will work to establish collaborative partnerships with fellow CTE teachers in their future schools and classrooms.

SDSU faculty are fortunate to have the support of CTE teachers from across the state, as they are vital to the success of iTeachU! As secondary CTE teachers in the state work to identify students who have an interest in a teaching career, high school students in grades nine through 12 are eligible to apply to attend iTeachU and asked to explain why they are interested in learning more about a career in teaching. A letter of support, preferably written by the student's CTE teacher, is also required. Accepted students are responsible

for their own transportation to and from campus; however, once they arrive on campus, the rest of the event — including educational programming, lunch and a campus tour — is free of charge.

Welcome to iTeachU

When students arrive on campus, they are greeted by agricultural education and FCSE faculty and receive a commemorative iTeachU t-shirt along with a variety of SDSU swag including a drawstring bag, pencils, folders and stickers. A guided student mixer to kick off the event allows participants to interact with other high school students interested in careers in teaching and helps to generate excitement and set the tone for the rest of the day. The morning continues with educational roundtable sessions developed and presented by current students, highlighting topics such as creative teaching activities, teambuilding and leadership opportunities.

Prior to lunch, participants have the opportunity to listen to a moderated panel of current CTE teachers, student teachers and current SDSU students. This helps the participants gain further insight into a CTE teacher's daily life. Panelists are invited to extend the conversation into the lunch hour, which allows participants a chance to ask additional questions and seek more information about a career as a CTE teacher in an informal setting. Panelists have commented on how much they enjoy their interactions with the next generation of CTE teachers.

Secondary students receive a tour of campus, including stops at all of the most well-known campus landmarks. Current SDSU CTE students lead the tours and pay special attention to buildings and areas of importance to CTE students. After returning from the tour, participants meet with admission counselors and first-year advisors to learn about the admissions process and receive a list of tips for first-year college students. A representative from the financial aid office also stops by to share information about grant and loan opportunities.

Soon it is time to send the participants on their way. Last-minute questions are addressed and students are encouraged to swap contact information with each other; SDSU also retains participant contact information and periodically reaches out to remind students of the incredible opportunity that awaits them at SDSU.

Nelson Mandela (2003) once said, "Education is the most powerful weapon we can use to change the world." This quote is printed on the back of the iTeachU shirts to remind participants of the power of a teacher. Students armed with knowledge have a means of gaining an advantage. Students who pursue degrees in agricultural education and FCSE are indeed at an advantage. In general, according to the U.S. Department of Education (2017), job opportunities are numerous, and students will qualify for a number of federal grants, loans, and scholarships provided they teach in states where the agriculture and FCS shortages are cited as critical. The iTeachU event at SDSU has helped spread the word about the benefits of a career in these fields and will continue to be a part of the recruitment strategy for the foreseeable future. ■

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PHOTO CREDIT: P. TROY WHITE

iTeachU participants are provided a swag bag filled with Tagged to Teach Ag, Say Yes to FCS and SDSU logo items.

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An ag ambassador helps iTeachU participants explore areas of campus with special significance to CTE students.

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Preparing Students to Be Career Ready in a Global Economy

By Amy Belding, Mitzi Moore & Heather Singmaster

IN THE SUMMER OF 2016, THE FACULTY AND STAFF AT THE INTERNATIONAL SCHOOL OF THE AMERICAS IN San Antonio, Texas, drove several hours across the state to study immigration at the U.S.–Mexico border. After speaking with law enforcement and border patrol, the teachers met with people seeking new lives in the United States. When challenged to write a lesson about the border experience, the school's digital media instructor knew the topic of immigration should be incorporated into a larger discussion of technology and privacy.

Global Classroom Project

Later that year, the teacher talked with students about meeting Gina and her four-year-old daughter Lauren who had recently arrived from Honduras. Helping Gina find a proper outfit from clothing donations was difficult; she was going to see her husband, Lauren's father, for the first time in four years, and it was important that she look nice but the outfit also had to accommodate a bulky monitor on her ankle. This scenario framed the discussion for digital media students at the International School of the Americas:

Why does the U.S. government require these devices to be worn? The following were the question stems used:

1. Does the United States government have the legal and ethical right to collect information via _____?
2. How does an individual's right to privacy intersect with the government's responsibility to maintain public safety in the context of _____?
3. Do some people have more right to privacy than others regarding _____?

Students brainstormed other types of surveillance technology (e.g., cloud storage of data, security cameras, government watch lists, drones, social media platforms, voting machines, games with geolocation and credit card records), then applied the same essential questions, above, to each specific type of device or process. Students chose a technology, worked independently to research, completed a Google Slides template with their findings, received peer feedback, and presented their recommendations to the class. Altogether, this exercise in technology and privacy lasted five instructional days, after which students wrote emails to their elected officials to advocate for limits on, or expanded use of, their chosen technology.

A District Approach

In 2017 in St. Louis, Missouri's Parkway School District, a global competency cohort of general as well as career and technical education (CTE) teachers and administrators was created. "Preparing students for a global future has never been more important," wrote Amy Belding, CTE coordinator for Parkway School District. "We are more connected in global communities and share a greater sense of collective responsibility and interdependence across cultures and continents than ever before."

With a goal of addressing this growing need, Belding's global competency cohort works together to support the exchange of experience and collaboration among global leaders in Parkway, and provides connections to other institutions and educational organizations working to prepare students to be global citizens.

Changing the mindset of educators proved to be the biggest challenge when creating the cohort; faculty largely did not have global experiences at a young age and could not relate to their students. To overcome this, Belding provides resources teachers can embed in their lessons, including global leadership rubrics, from Asia Society, that delineate what knowledge and experience students need to develop as global leaders.

Fostering an attitude of global citizenship and enriching skills for problem solving are critical to students' future success. This

flexibility to address problems that don't yet exist in the world is helping Parkway students shape their own learning experiences. Likewise, connecting Parkway educators to the larger world, through the global competency cohort, will enable them to help students problem-solve and think about current issues both now and in the future.

Some of the results from the Global Competency Cohort include:

- Guided by Asia Society's global leadership rubrics, a group of CTE students created Global Goodies, a company that provides food subscription boxes of globally sourced goods. Check them out on Twitter @globalgoodiesVE.
- Science teachers traveled to Costa Rica with 25 students who used FlipGrid to video blog and create a digital diary of the experience.
- Zoology coursework was redesigned to include global competencies and STEM, through work guided by the United Nations Global Sustainable Development Goals.

In its second year, the global competency cohort will continue to make progress, expanding opportunities for students to study their role in a global society. Through these efforts, Parkway has seen increased interest from teachers who want to bring these topics into their classrooms. International travel in the district has increased 80 percent in the past year, including three new CTE-specific trips.

A Growing Movement

Across the country, CTE programs are realizing that they must equip students with workforce readiness skills that prepare them to work with people from different backgrounds and cultures. Defined by Asia Society (2018) as global competence, this includes students' ability to:

- Investigate the world. Be interested in the world and how it works.
- Recognize perspectives. People have differing perspectives and students need to consider multiple points of view.
- Communicate ideas. Students need to be effective communicators, especially with diverse audiences.

- Take action. Do your students have the ability to apply what they have learned to real-world situations?

These skills strengthen students' readiness for the global economy, allowing them to understand and navigate global markets and cultures. Not only are nearly 40 million U.S. jobs tied to trade, but three-quarters of the world's purchasing power and 95 percent of consumers lie outside of U.S. borders, meaning that businesses that want to expand must look beyond our borders (Thomas, n.d.) to reach new markets. Those companies that are able to compete effectively for, and in, these foreign markets will provide Americans with jobs and support the U.S. economy.

While this is an emerging area of growth for CTE, there are bright spots, including the International School's digital media class and the global competency cohort in Parkway. States, too, are realizing that they need to compete not with the state next door, but with economies around the world. The North Carolina Board of Education, for example, is supporting teachers, schools and districts to integrate global content and skills in classrooms across the state.

Getting Buy-in for a District Global CTE Program

Starting a global competency program in your district can seem overwhelming, but the benefits for students go far beyond their time in your district. To create a strong program, one must be strategic, confident and patient. One of the keys to buy-in is support from decision-makers and influencers in your district. However, this can't be done by a single person — a team approach is best. The team can include stakeholders such as superintendent-level leaders, curriculum specialists, teachers and community members, with a collective intent to be the eyes, ears and voice of the program with you. Here are some strategies and tips to get started:

Locate the global stakeholders in your district.

These are individuals who will share your passion for global education and

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who may have already ventured down the path to learning more about what our students need to operate in a global society.

Host a districtwide forum around global competency.

This forum serves two purposes in connecting with participants. First, it gets people around the table and helps you, as a leader, to understand where your group is in terms of what they do or don't understand about global competencies. Second, it serves as a space to outline your vision for the work and share it with those in the community.

Form an advisory board.

An advisory board will be your resource to gather feedback, share ideas and provide a support team as you move ahead. These are the people who will be your voice when you are not around and your biggest champions going forward. You will get more traction faster if you are not the sole voice of the program.

Make partnerships with other curriculum leaders.

CTE leaders will need to connect with math, science, social studies, English language arts and other leaders both within and outside of their district to build common understanding around global competency, tease out action plans and gain momentum for this work. Success will require a variety of cross-curricular professional development opportunities that mirror the environment(s) in which our students will operate as a part of the workforce.

Igniting a passion for global citizenship in your district will promote an interest in lifelong learning for students that will support them well beyond graduation. However, strong programs are the result of many hours of collaboration and conversation with others who will help the program to grow and thrive as a crucial part of your students' educational experience.

Getting Started in the Classroom

Standards from the International Society for Technology in Education (2018) say

students should "build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions." Global competence is built through the exploration of real-world issues in a specific and relevant context. At the International School of the Americas, the digital media course expects students to demonstrate an understanding of legal and ethical responsibilities in relation to the field of information technology. While students can meet the minimum standard by avoiding copyright violations in their own work, use of a global lens to explore surveillance technology is much more engaging. The technology and privacy unit asks students to investigate the world by researching a topic, weigh perspectives by forming an opinion, communicate ideas by making a presentation, and take action by contacting their elected representatives. Look for ways to integrate global content into your projects by starting small. Pose a globally focused, essential question or ask students to include an international citation or source in their work. ■

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Developing Global Competence

Developed out of a partnership between ACTE and the Center for Global Education, Asia Society, "Global Competence Through Career and Technical Education" is a set of free online professional development modules to assist middle and secondary school CTE instructors with integrating global content in the classroom. A new set of 10 modules, released this month, focuses on integrating global skills into CTE programs through high-quality STEM projects. These modules examine project-based learning and project management in addition to taking a deeper dive into how global STEM projects can support student learning.

Accompanying the modules is a toolkit that contains more than 30 globally focused curriculum projects that span all CTE pathways, aligned to CTE standards; talking points to help make the case to potential stakeholders; career profile videos; strategies for creating a culturally responsive classroom, and much more. All materials are available free of charge thanks to the support of the Project Management Institute Educational Foundation.

To access the online learning modules, visit www.acteonline.org/professional-development/online-learning/cte-learn/.

To access the accompanying toolkit, visit AsiaSociety.org/ctetoolkit.

ACTE BOARD OF DIRECTORS 2019 ELECTIONS

YOUR VOTE, YOUR VOICE



From Nov. 30–Dec. 31, 2018, members of the Association for Career and Technical Education (ACTE) will elect officers for the following board of directors positions:

- **President-elect:** serves a one-year term beginning in July 2019, followed by one year as president and one year as past president
- **Region II Vice President:** serves a three-year term beginning July 2019
- **Business Education Division Vice President:** serves a three-year term beginning July 2019
- **Family and Consumer Sciences Education Division Vice President:** serves a three-year term beginning July 2019
- **New and Related Services Vice President:** serves a three-year term beginning July 2019
- **Region I Vice President-elect:** serves a three-year term beginning July 2020
- **Region IV Vice President-elect:** serves a three-year term beginning July 2020

All ACTE members — individual professional, retired, educational institution members, and national affiliate organizations — whose membership dues are received at ACTE headquarters by Oct. 30, 2018, are eligible to vote. Please review the biographical information and platform statements for the nominees and exercise your right to vote for ACTE's future leadership. This information is also posted online at www.acteonline.org/board_election_candidates/.

Please note that the nominees featured below and online are not official candidates. Candidates will be officially selected at ACTE's CareerTech VISION 2018.

The election process will be conducted via electronic ballot only. Ballots will be sent to member email addresses listed in the ACTE database. ACTE has selected Survey & Ballot Systems (SBS) to manage the board of directors elections. You will receive an e-signature via email that must be used with your member number to vote electronically. If you do not receive an e-signature by midnight on December 3, please contact support@directvote.net. Electronic ballots must be cast by 11:59 p.m. ET December 31, 2018. Ballots will be counted and audited at the offices of SBS, and the results will be posted on ACTE's website and announced in *Techniques* magazine.

In order to facilitate a smooth election process, please be sure to

Verify your email address with ACTE. If ACTE does not have your email address, it is imperative that you update your member profile immediately. To do this, visit acteonline.org; log in using your email address (username) and your ACTE ID number + first and last initials as your password (e.g., 123456AH), and click on 'View Profile'. You can also email acte@acteonline.org.

Place the sender, Survey & Ballot Systems at noreply@directvote.net, on your email's trusted list so your voting information is not marked as spam.

Confirm that you are an active member of ACTE as of Oct. 30, 2018. Members are only allowed to vote in elections for their region and any divisions of which they are a member.



PRESIDENT-ELECT

Brian Law

Region: II

Division: Guidance & Career Development

Occupation: School Counselor

Employment History:

School Counselor, Valdosta High School, 2005–present
 Summer School Coordinator, Valdosta High School, 2007–present
 Adjunct Professor, Psychology and Counseling, Valdosta State University, 2009–present
 Middle School Alternative Program Coordinator/Counselor, Williams Middle School, 2004–05
 Elementary School Counselor, Odom Elementary School, 1996–2004

Education:

Ed.S., Instructional Technology, Valdosta State University
 M.Ed., School Counseling, Valdosta State University
 B.S.Ed., Secondary Education
 A.S., Sociology, Abraham Baldwin College
 A.S., Psychology, Abraham Baldwin College

National ACTE Involvement:

Board of Directors: Region II Vice President, 2016–19
 Committee Member: Resolutions Committee, 2014–16
 Committee Member: Audit Committee (Board Liaison), 2016–17
 Committee Member: Bylaws Committee (Board Liaison), 2018–19
 Task Force Member: Board Allowable Expenses Task Force, 2018
 Advisory Group Member: ACTE Board Mentor, 2017–18, 2018–19
 VISION Presenter: 2012
 Educators in Action Volunteer: 2016–17
 Educators in Action Content Expert: School Counselors and CTE, 2016–17
 CTE Support Fund Supporter: 2016–18
 NPS Attendee: 2017–18
 VISION Attendee: 2012, 2014–17

Regional ACTE Involvement:

Committee Member: 2016–19
 Region Conference Attendee: 2016–17

State ACTE Involvement:

Georgia Association for Career and Technical Education: Member, 2010–present

Other State Involvement:

Georgia DOE CTAERN Contracted Presenter at Summer CTAE Academy: 2013
 Local CTE Advisory Board: 2012–18
 GACTE Presenter: 2011–13, 2016–17
 Georgia Association for Career & Technical Education Summer Conference Attendee: 2011–18

Other CTE Involvement:

American School Counselor Association: President, 2010–11
 Georgia School Counselor Association: President, 2008–09
 American School Counselor Association Award Winner: Top 10 School Counselor of the Year, 2009
 Georgia School Counselor Association Award Winner: Secondary School Counselor of the Year, 2009
 Award Winner: Region, State & National Elementary School Counselor of the Year, 2004
 District CTE Advisory Board: 2016–18

Application Summary:

I am Brian Law, a school counselor and advocate for CTE. In my daily job, I get to remove the barriers for learning and allow students to discover and pursue careers based on their aptitude, skills and interests. CTE is the driving workforce of our future economy. Together we can positively promote CTE nationwide.

Having served as the ACTE Region II vice president, I have encountered many professionals who have the same passion for CTE as I do. My leadership experience grew from serving as president of both my state and national school counseling associations. I have strengths in organizational leadership. I am a communicator and team player who listens with the unique ability to spread excitement for a movement.

Our future depends on you as CTE educators and I want you to join me in this important movement!

If you ask someone to describe me in three words, they would say, “respectful, passionate and real.” If you elect me as the next ACTE president-elect, I affirm to use my passion to advocate for you and the many students who are impacted by CTE. I vow to reach out with respect, recruit new members and raise an awareness of the importance of CTE. I want my passion to be contagious! Join me and catch the CTE fever – our students, business and industry depend on us!

Platform Statement:

John Donne wrote, “No man is an island.” Serving on a board is a business. For a business to grow and prosper, we must work together. I am a team player and am very passionate about CTE. We must market this passion to other educators and business partners to support our students who we educate and train to be successful, productive members of society. I affirm to serve as the ACTE president-elect to work with ACTE staff, the executive committee and other board members to increase the passion for CTE. Career and technical education is a growing force in our workforce and is imperative to the future economy of the world. I want to make my passion contagious!

As an experienced educator, in all levels from P–16, serving as a teacher, school counselor, administrator and college professor, I understand the needs of our members. Having served as president for both the state and national school counseling associations, I have training and experience as an organizational leader. Using my skills of communication, organization and relationship-building, I will help to build the membership (new and renewal) and stakeholder support in ACTE. Public relations and marketing are keys to building partnerships and gaining members. Our message should be that we, as career and technical educators, prepare students to join the workforce and we want to give the best product. By building partnerships and collaboration, we can ensure a product with skilled workers possessing the best training and work ethic. While serving as your president-elect, I would always represent every region, division and diverse CTE educator with respect and integrity. My priorities would be to reach out with respect, recruit new members and raise an awareness of the importance of CTE by spreading my passion.



PRESIDENT-ELECT

Doug Major

Region: IV

Division: Administration

Occupation: Superintendent/CEO

Employment History:

Superintendent/CEO, Meridian Technology Center, 2008–present
 Superintendent/CEO, Pioneer Technology Center, 2000–08
 Assistant Superintendent (preceded by various administrative positions), Meridian Technology Center, 1987–2000
 Agriculture Education Instructor, Anadarko Public Schools, 1985–87

Education:

Ed.D., Education Administration, Oklahoma State University
M.S., Agriculture Education, Oklahoma State University
B.S., Agriculture Education, Oklahoma State University

National ACTE Involvement:

ACTE Board of Directors: Administration Division Vice President, 2009–12
ACTE Executive Committee Member: President-elect, President, Past President, 2012–15
ACTE Executive Committee Member: Finance Chair, 2010–12
ACTE Committee Member: Including but not limited to Nominating, Audit and Division Policy Committees
ACTE Task Force Member: Board of Directors Representative
National Leadership Fellowship Program: Coordinator, 2016–present
Educators in Action Volunteer: 2013–present
CTE Support Fund Supporter: 2000–present
NPS Attendee: 2000–present
ACTE/NCLA Best Practices & Innovations in CTE Conference Attendee: 2000–present
VISION Attendee: 2000–present
Public Policy Advocate: Is a responsibility of every CTE Professional

Other National ACTE Involvement:

I have had the opportunity to testify before a congressional committee representing ACTE. I have also had the pleasure of representing the organization at numerous other national gatherings where the topic of career and technical education was discussed, including several sponsored/co-sponsored by ACTE and Advance CTE.

Regional ACTE Involvement:

Region Conference Attendee: I regularly attend the Region IV Conference.

Divisional ACTE Involvement:

Committee Member: Administration Division Policy Committee
Committee Chair: Administration Division Policy Committee, 2009–12
Award Winner: NCLA Distinguished Service Award, 2014

Other Divisional Involvement:

I have served as a board member and officer of the National Council of Local Administrators (NCLA). I have also served at various times on the Administration Division's Policy Committee.

State ACTE Involvement:

OkACTE CareerTech Advisory Council: I have served multiple terms.

Other State Involvement:

I was honored to receive the Francis Tuttle Career Excellence Award in 2017. This is the highest honor given through OkACTE.

Other CTE Involvement:

OK Association of Technology Centers Committee Chair: Legislative Committee, 2016–present
OK Association of Technology Centers Board of Directors: Past President

Application Summary:

I have a great passion for career and technical education. I have been honored to serve ACTE in various positions at the local, state and national levels throughout my career. I have witnessed, firsthand, the importance of the Association to our profession. I would look forward to continuing my service through serving as president-elect.

Through the work of many over the last several years, the public confidence in career and technical education continues to build and strengthen. We must not let this opportunity to demonstrate and promote the critical role our profession plays in America's economy pass. We must continue to promote the competitive advantage that CTE provides individuals in the workforce. At the same time, we must provide our members with the professional development opportunities they need to ensure that high-quality CTE programs are available across the nation.

Platform Statement:

As a candidate for ACTE president-elect, it is my goal to ensure that this association, the Association for Career and Technical Education, always remembers that each member is the most important member we have... and that member is YOU. While that may sound simple, our membership represents a diverse array of instructors, administrators, retirees and affiliates. These individuals serve students of all ages and professions. They reach virtually every industry sector. Very few "trade associations" can boast of the membership diversity that we celebrate. At the same time, very few face the challenge we do in ensuring that our programs and services are relevant and beneficial for each of our very diverse members.

The board of directors and staff of ACTE must continue to ask hard questions about our Association: Does our current organizational structure best serve the needs of our members? Are programs and services meeting the diverse professional development needs of our membership? Is the annual VISION conference still the premier educational event for career and technical educators? Is there more we can do to ensure added value for each member and the institutions/affiliates/businesses they represent? The answers to these questions can only be addressed in context of the benefit for each of our individual members. In recent years, ACTE membership has begun to, once again, climb. This is due to the hard work and dedication of our ACTE staff and board of directors. It has also been the result of a renewed focus on member value and what we, as your association, can do to serve you. I would be honored to serve as your president-elect and do my part in continuing this great effort.



PRESIDENT-ELECT

Cindy Stover

Region: III

Division: Administration

Occupation: Executive Director/Consultant

Employment History:

Executive Director, Illinois Association for Career and Technical Education, 2012–present
Executive Director, Capital Area Career Center, 2007–12
Career and Technical Education Administrator, Lincoln Community High School, 1994–2007
Executive Director & Special Populations Coordinator, Tazewell County Education for Employment Vocational System, 1989–94
FACS and Cooperative Education Instructor/FHA-HERO Club Advisor, Pekin Community High School/Pekin Area Vocational Center, 1981–87

Education:

M.Ed., University of Illinois
B.S., Olivet Nazarene University

National ACTE Involvement:

Board of Directors: 2016–present
ACTE Executive Committee Member: 2017–18
ACTE Committee Member: CTE Support Fund Committee, 2017
ACTE Task Force Member: Leadership Development Task Force, 2017
ACTE Task Force Chair: Allowable Expenditures Task Force, 2018
VISION Presenter: 2017
Educators in Action Volunteer: 2015–present
CTE Support Fund Supporter: I have donated to the CTE Support Fund for several years.
NPS Attendee: 1991–92, 2004–05, 2007, 2013–18
VISION Attendee: 1988, 1992–93, 1995, 2001, 2008–17
Public Policy Advocate: Continual

Other National ACTE Involvement:

ACTE New Board Member Mentor: 2017–18
ACTE State Leadership Training Program: Participant, 2011–12

Regional ACTE Involvement:

Committee Member: Policy Committee, 2011–15
 Committee Chair: Policy Committee, 2017–present
 Task Force Member: CTE Teacher Shortage Task Force, 2016–present
 Committee Chair: Bylaws Committee, 2015
 Committee Chair: Region III Conference Planning Committee, 2013
 Committee Co-chair: Region III Conference Planning Committee, 2019
 Region Conference Attendee: 2011–18

Other Regional Involvement:

ACTE Region III Opportunity Grant Administrator
 National Executive Directors Association (NEDA): 2012–present
 Committee Member: NEDA Bylaws Committee, 2017
 Advance CTE: Associate Member, 2016–present
 Missouri State Conference Attendee and Volunteer: 2016–17
 Indiana State Conference Attendee: 2016
 Iowa State Conference Attendee/Presenter: 2017
 Minnesota State Conference Attendee: 2017
 Wisconsin State Conference Attendee: 2015

Other Divisional Involvement:

I have attended the Administration Division business meetings held during ACTE's CareerTech VISION.

State ACTE Involvement:

Illinois ACTE Executive Director: 2012–present
 Illinois ACTE Board of Directors: President, 2006–07
 IACTE Board of Directors: Member, 1991–92, 1996–97
 IACTE Committee Chair: Awards Committee, 2007–08
 IACTE Committee Member: Constitution & Bylaws Committee, 1990–91
 IACTE Committee Member: Public Information Committee, 1990–91
 Illinois Career and Technical Administrators Association Board of Directors: President, 2004
 ICTA Board of Directors: Member, 1992–2012, 2017–present
 ICTA Committee Member: Bylaws Committee, 2003, 2010–11
 ICTA Conference Presenter: 2016–18
 Illinois Association of Vocational Education Special Needs Personnel Board of Directors: President, 1992
 ILAVESNP Committee Chair: Nominations Committee, 1993
 ILAVESNP Committee Chair: Legislative Committee, 1990–92
 Illinois Business Education Association: Member, 1998–present
 Illinois Business Education Association Conference Presenter: 2015–17

Other State Involvement:

Illinois ACTE Conference Attendee: 1990–2018
 Committee Chair: Illinois ACTE Conference Planning Committee, 2007
 Illinois Family and Consumer Sciences Teacher Association: Member, 1982–87, 1998–present
 Illinois Family and Consumer Sciences Teacher Association Conference Presenter: 2015–18
 Illinois Family and Consumer Sciences Teacher Association Committee Chair: Bylaws Committee, 2016–present
 Technology Education Association of Illinois: Member, 1998–present
 Technology Education Association of Illinois Conference Presenter: 2015–17
 Illinois Area Vocational Center Directors: Past President, Secretary
 Illinois System Directors Leadership Council: 2004–07
 Sangamon County Workforce Investment Board Youth Council: Member, 2007–12
 Lincoln/Logan County Chamber of Commerce: Education/Careers Committee, 2000–07

Application Summary:

My experience in career and technical education began when I enrolled in family and consumer science and business courses in high school. This is when my passion for CTE began. It was in these classes that I learned skills that I still use, every day, in both my professional and personal life.

Professionally I have worked in several areas of CTE, which has provided me with a vast knowledge of career and technical education. I was a family and

consumer sciences teacher, a club advisor, a special populations coordinator for a regional vocational system, a regional vocational system director, an area career center director, and I currently serve as the executive director for IL ACTE.

I just completed my second year as an ACTE board member representing Region III. I have seen firsthand the wonderful work of the ACTE. Being on the ACTE board has inspired me to seek the office of ACTE president-elect. I want to continue working with the ACTE staff and board in order to enhance the skills of our members so that they can provide students with the best possible career preparation. I would consider it both an honor and privilege to serve as the ACTE president-elect.

Platform Statement:

I am very passionate about career and technical education! I have been advocating for career and technical education for many years and welcome the opportunity to continue to advocate for CTE as the ACTE president-elect. CTE has come a long way during the last few years as business and industry, and state and national governments are looking to CTE to fill a critical skills gap. They are also looking at CTE to address many societal issues. I pledge to do all that I can to increase partnerships, provide more awareness of CTE and to provide more support to CTE educators. Creating more awareness will create more opportunities for students. The goal is for students to be college- and career-ready, and to help them become productive citizens of society.

It is very important to focus on leadership training so that the association always has new leaders to step in to roles at the state, region and national levels. I will work to continue and expand leadership training so that the organization stays strong at all levels.

I will conduct meetings with the utmost professionalism and work to build consensus among all stakeholders. I would consider it both an honor and privilege to serve as your ACTE president-elect.

**Region II Vice President****Richard Kalk****Region:** II**Division:** Administration**Occupation:** Executive Director**Employment History:**

Executive Director, SkillsUSA South Carolina, 2015–present
 Director of Career Education, Business Partnerships and Assessment, Spartanburg Five Schools 2000–13
 Technology Education Teacher, Byrnes High School, 1995–2000
 Technology Education Teacher, DR Hill Middle School 1979–95
 Silver Buyer, Hales Jewelers, 1977–79

Education:

Ed.D., Vocational/Technical Education, Clemson University
 M.Ed., Industrial Education, Clemson University
 B.M.Ed., Furman University

National ACTE Involvement:

Committee Member: ACTE Bylaws Committee, 2011–14
 Committee Chair: ACTE Bylaws Committee, 2014–16
 VISION Presenter: 2001–02, 2005–07
 Educators in Action: 2016–present
 Educators in Action Content Expert: 2016
 CTE Support Fund Supporter: 2014–15, 2017
 NPS Attendee: 2010–13, 2016–18
 VISION Attendee: 2000–01, 2003–08, 2010–11, 2013–17

Regional ACTE Involvement:

Committee Member: Policy Committee, 2016–present

Committee Chair: Region II Conference Chair, 2011–12
Regional Award Winner: Administrator of the Year, 2014
Conference Attendee: 2011–12, 2014–17

State ACTE Involvement:

SCACTE Board of Directors: President
SCACTE Board of Directors: Secretary-Treasurer
SC Career and Technology Administrators: President
SC Technology Education Association

Other CTE Involvement:

Middle Tyger Area Council of the Spartanburg County Chamber of Commerce: Chair, 2003–04
Spartanburg District 5/BMW Curriculum Development Committee: Chair, 1999–2001

Application Summary:

Education, particularly CTE, is a family affair for me with three generations of educators representing more than 100 years of CTE experience. I have served in many CTE roles during my career. Active involvement in CTE, especially through ACTE, is an essential fundamental for me. During my first three years of retirement, I strove to stay actively involved in ACTE and was eventually drawn back to working in CTE through my current position as the executive director for SkillsUSA South Carolina. It is exciting to see the potential that CTE has to be a catalyst for beneficial change in the workplace and in our society. I am dedicated to and engaged in ACTE.

Platform Statement:

As vice president of Region II, my goal will be to bolster Region II by encouraging active involvement of the membership, maintaining open communication channels and increasing member-oriented opportunities to participate in region-sponsored events. Professional development, networking, awards and leadership opportunities are just a few of the ways that members can be actively involved with ACTE. Members must be well-informed to take advantage of those opportunities.

Each member is vital in terms of ideas, advocacy, leadership potential, resources and networking. The association must advocate for its members and serve as a community where members can come together with a common purpose. It is vital to listen to what our members need; however, it is of paramount importance for us to encourage those we lead to become advocates, develop leadership potential, utilize available resources and network with colleagues in order to grow professionally. The more knowledgeable a member becomes, the more valuable that member is to the organization and the more impact they can have at all levels. Allow me to serve as your dedicated and engaged advocate for Region II.



REGION II VICE PRESIDENT

Elaine Webb

Region: II

Division: Guidance & Career Development

Occupation: Career Development Coordinator/
Special Populations Coordinator

Employment History:

Career Development Coordinator/Special Populations Coordinator, Franklin County Schools, 2014–present
Business Education Teacher, Vance County Schools, 2000–14
Business Education Teacher, Roanoke Rapids Graded Schools, 1997–2000
Exceptional Children's Teacher, Johnston County Schools, 1996–97
Exceptional Children's Teacher/Business Education Teacher, Hoke County Schools, 1993–96

Education:

Ed.S., East Carolina University

M.Ed., Converse College
B.S., Winthrop University

National ACTE Involvement:

Committee Member: Bylaws Committee, 2018–present
National Fellowship Program: Fellow, 2017
VISION Presenter/Attendee: 2017
Educators in Action: 2017
Educators in Action Blogger: 2017
NPS Attendee: 2017

State ACTE Involvement:

Committee Chair: Ways and Means Committee, 2017–18
Committee Member: Region II Conference Planning Committee: 2018
Voting Delegate: NCACTE Guidance and Career Development Division

Other CTE Involvement:

Guidance and Career Development Division: Secretary, 2017–present
Guidance and Career Development Division Committee Chair: Ways and Means Committee, 2016–present

Application Summary:

Helen Keller is quoted to have said, "Alone we can do so little, together we can do so much." After nearly 30 years in education I have learned this to be so true. As a districtwide special populations coordinator and middle school career development coordinator, serving four middle schools, there is only so much of me to go around. I must rely on others to help me carry out my mission. In the North Carolina ACTE Guidance and Career Development Division we work together to plan our conferences and meetings and rely on one another to get the job done. As state Ways and Means Committee chair, I have tried to rally all divisions to work together for the financial stability of our organization. As Region II vice president, I would encourage cooperation among the states. Furthermore, I would work to strengthen the footprint and awareness of ACTE in our region.

Platform Statement:

"Alone we can do so little, together we can do so much." This Helen Keller quote sums up my platform for Region II VP. One individual cannot accomplish each goal of ACTE. It will take the entire region to accomplish great things. As a region we must not isolate ourselves by our states or divisions; we must come together. As members of ACTE, we must resound to our peers the benefits of ACTE. I will work diligently to assist any member to accomplish their individual goals as well as goals for the greater good. Finally, I will work diligently to ensure the success of CTE through advocacy to local, state and national leaders. The policymakers must hear our voices, see our students in action and understand the true value of career and technical education.



**BUSINESS EDUCATION
DIVISION VICE PRESIDENT**

Dawn Morrison

Region: II

Division: Administration, Business Education

Occupation: Education Administrator

Employment History:

Education Administrator, Alabama Department of Education, 2011–present
Education Specialist, Alabama Department of Education, 2003–11
Teacher, Elmore County Board of Education, 1999–2003
Teacher, Gloucester County Board of Education, 1992–99

Education:

Ed.D. (in progress), Nova Southeastern University
M.B.A., Troy University
B.S., Virginia Commonwealth University

National ACTE Involvement:

NPS Attendee: 2016
VISION Attendee: 2006, 2013-15

Regional ACTE Involvement:

Region Conference Attendee: 2015, 2017
Committee Member: Region II Conference Planning Committee, 2015
Volunteer: Region II Conference Concurrent Session Planning, 2015

Divisional ACTE Involvement:

Committee Member: Policy Committee, 2015-present

State ACTE Involvement:

Alabama State Department of Education Liaison: 2004-11
Alabama ACTE Award Winner: Administrator of the Year, 2016
ALACTE Summer Conference Attendee: 2004-present
Volunteer: ALACTE Summer Conference Concurrent Session Planning, 2004-present

Other CTE Involvement:

National Association of Supervisors of Business Education Board of Directors: President, 2015-16
NASBE Board of Directors: President-elect, 2014-15
NASBE Board of Directors: Vice President, 2013-14
Alabama Jump\$tart Coalition Board: Member, 2015-present
MBA Research and Curriculum Center Board of Trustees: Member, 2017-present
National Business Education Association: Member
Alabama Business Education Association: Member

Application Summary:

I'm currently an education administrator with the Alabama State Department of Education in the Office of Career and Technical Education/Workforce Development. In this role I serve as the state supervisor for business and marketing education in Alabama. I provide leadership in program management, curriculum and professional development for more than 540 business, marketing, finance, information technology and middle-level programs across the state. My professional interests include data-driven quality improvement, education equity, information literacy and curriculum development. Since joining ACTE in 2004, I have witnessed the organization's growth in membership, on social media platforms, with strategic partnerships, in engagement of policymakers, and advocacy for CTE. The Business Education Division has reaped the benefits of many of these milestones, and we certainly want to continue to evolve, innovate, grow and sustain these successes. I welcome the opportunity to assist our members in realizing how the association can assist them at the local, regional, state and national levels.

Platform Statement:

If elected, I will champion issues that affect the members of the Business Education Division. We must continuously demonstrate the added value this discipline brings to career and technical education, but most importantly to the preparation of students that leads them on a path of becoming college- and career-ready. Thus, I welcome the opportunity to serve the membership and pursue the following activities at the board level:

1. Support the vision and mission of ACTE.
2. Promote the importance and value of business education.
3. Enhance communications and support between the board of directors and division members.
4. Increase membership and attendance at VISION and NPS.
5. Move ACTE's standing by expanding strategic partnerships.

Thank you for your time and support.



BUSINESS EDUCATION DIVISION VICE PRESIDENT

Annika Russell-Manke

Region: V

Division: Business Education

Occupation: Accounting/Business Management Instructor

Employment History:

Instructor, Mitchell Technical Institute, 2010-present
Business Teacher, Mitchell School District, 2005-10
Business Teacher, Wessington Springs High School, 2005-08
Business Teacher, Sanborn Central High School, 1996-2005

Education:

M.A., University of Nebraska-Lincoln, 2002
B.A., Dakota Wesleyan University, 1996

National ACTE Involvement:

Committee Member: CTE Support Fund Committee, 2011-12
Task Force Member: Quality Associations Awards Task Force, 2009-11
Task Force Member: Young Professionals Task Force, 2013
Task Force Co-Chair: CTE Awareness Task Force, 2015-16
VISION Presenter: 2012
Educators in Action: 2014-present
Educators in Action Blogger: 2014
NPS Attendee: 2009-13
VISION Attendee: 2005-07, 2009-present
Participant in the ACTE strategic planning session: 2011

Regional ACTE Involvement:

Committee Member: Nominating Committee, 2012-present
Committee Chair: Nominating Committee, 2014-present
Committee Co-Chair: Region V Conference Planning Committee: 2011, 2017
Award Winner: Postsecondary Teacher of the Year, 2014
Region Conference Presenter: 2010-11
Region Conference Attendee: 2010-11, 2013-present

Divisional ACTE Involvement:

Committee Member: Policy Committee, 2013-present
Committee Chair: Professional Development Committee, 2013-present

State ACTE Involvement:

South Dakota ACTE Board of Directors: Postsecondary Representative, 2012-present
SDACTE Board of Directors: President, 2010-11
SDACTE Board of Directors: President-elect, 2009-10
SDACTE Board of Directors: Business/Marketing/IT Division President, 2007-09
Washington ACTE Conference Presenter: 2012

Other CTE Involvement:

Participant on committee to write personal finance standards: 2006
Participant in South Dakota Department of Education Curriculum/Standards Revision for Business Management and Finance Clusters: 2006-07, 2016-17

Application Summary:

I have spent 22 years teaching in the CTE fields of accounting and business and currently I am an accounting/business management instructor at Mitchell Technical Institute in Mitchell, South Dakota. I started my career at the secondary level and have now been at the postsecondary level for the past 10 years. My involvement in ACTE started at the state level and immediately I saw the value and wanted to get involved on the national level. I have been on several task forces, helped with the CTE Support Fund and served on the Business

Education Division Policy Committee. I'm running for the Business Education Division vice president because I want to promote the value of ACTE along with the value of CTE for students.

Platform Statement:

As the Business Education Division vice president, I would like to continue the cooperation we are developing with other business organizations, and to work to build a stronger business-education community. This will allow us to have a stronger voice and support our content area. I also want to continue to grow our division and offer more professional development opportunities for our members throughout the year. Whether it be a webinar or an online book study, these would be opportunities for our members to grow professionally. This would add more value to our division members and hopefully encourage them to become more involved within the division and ACTE.



**FAMILY AND CONSUMER
SCIENCES EDUCATION
DIVISION VICE PRESIDENT**

Tracey Eatherton

Region: Ill

Division: FACS

Occupation: Family and Consumer Sciences Teacher

Employment History:

Family and Consumer Sciences Teacher, Ste. Genevieve High School, 1995–present
Adjunct Instructor, Mineral Area College, 2014–present
National Master Educator, University of Arizona/Take Charge Today, 2007–14
Adjunct Instructor, Southeast Missouri State University, 2010–14
Family and Consumer Sciences Teacher, Advance Jr/Sr High School, 1990–95

Education:

Ed.S., Educational Leadership, Southeast Missouri State University
Ed.D., Educational Leadership, Missouri Baptist University
M.A., Vocational Home Economics Education, Southeast Missouri State University
M.A., Secondary Administration, Missouri Baptist University
B.S., Vocational Home Economics Education, Southeast Missouri State University

National ACTE Involvement:

Award Winner: Region III Outstanding Teacher in Community Service, 2005
VISION Presenter: 2010–11, 2013–16
Educators in Action Techniques Writer: 2014–18
VISION Attendee: 1997–98, 2006–18

Other National ACTE Involvement:

Appointed to represent ACTE on the National Coalition for Family and Consumer Sciences Education, 2017–present

Regional ACTE Involvement:

Award Winner: Region III Outstanding Teacher in Community Service, 2005

Divisional ACTE Involvement:

Award Winner: NATFACS PRIDE Award, 2006

Other Divisional ACTE Involvement:

NATFACS Board of Directors: President-elect: 2017–present
NATFACS Committee Member and Chair: 2007–present

State ACTE Involvement:

Missouri ACTE Committee Member: Awards Committee, 2009–10
Missouri ACTE Board of Directors: Member, 2015–present
Missouri ACTE Award Winner: Teacher of the Year, 2009

Other CTE Involvement:

Missouri Educators of Family and Consumer Sciences Board of Directors: Treasurer, 1997–99
Missouri Educators of Family and Consumer Sciences Board of Directors: President, 2017–18
Missouri Educators of Family and Consumer Sciences Committee Member: 2002–16
Missouri Educators of Family and Consumer Sciences Award Winner: Teacher of the Year, 2009
Missouri Educators of Family and Consumer Sciences Award Winner: PRIDE Award, 2006
Family, Career, and Community Leaders of America National Board of Directors: Chair, 2006–07

Application Summary:

As a young member of ACTE, I was fortunate enough to learn from strong mentors the importance of professional involvement. I have been a member for nearly 30 years and have served as committee members and committee chairs for NATFACS, and most recently, president-elect. I also have served at our state level as division president and on numerous committees there. Several years ago I began presenting at ACTE's CareerTech VISION regularly as well as writing articles for *Techniques* magazine.

Our younger members need the same leader/mentor experiences that have helped me to grow. It is essential that we nurture and encourage other members to become involved. I would like to run for vice president of ACTE's Family and Consumer Sciences Education Division in order to represent our professional membership in a positive manner, and to help encourage younger members to become more involved with ACTE and in the leadership opportunities available to them.

Platform Statement:

As vice president for the Family and Consumer Sciences Education Division, I would like to serve our members as well as the organization. I want our membership to feel valued, and I want to help them solve problems they face in their classrooms on a daily basis. It is also essential to grow and encourage younger members to become involved in leadership positions. We are doing great things and our teachers need support to continue; if we do not consistently generate new leaders we will not be in a position to maintain these contributions. As important as the FCS division is, we are also a part of a bigger pie. As the FCS VP, we need a representative who will be a professional, positive voice for our division and work together with the other ACTE leaders to improve member services, promote career and technical education, solve problems, and make ACTE even better for the future.



**FAMILY AND CONSUMER
SCIENCES EDUCATION
DIVISION VICE PRESIDENT**

Carol R. Werhan

Region: Ill

Division: FACS

Occupation: Assistant Clinical Professor/FCS Teacher Educator

Employment History:

FCS Teacher Educator, Purdue University, 2015–present
FCS Teacher Educator, Pittsburg State University, 2010–15

Director of International and Field Experience, Minnesota State University, Mankato, 2006–10

FCS Teacher Educator, University of Akron, 1999–2005

FCS Curriculum Specialist, Indiana State University, 1997–99

Education:

Ph.D., Secondary Education, University of Akron

M.S., Family and Consumer Sciences Education, Indiana State University

B.S., Home Economics Education, Oklahoma State University

National ACTE Involvement:

ACTE National Award Finalist: Postsecondary Teacher of the Year, 2017

VISION Presenter: 1998, 2003–09, 2018

NPS Attendee: 2004

VISION Attendee: 1998, 2000–09, 2011–17

Regional ACTE Involvement:

Award Winner: Region V Postsecondary Teacher of the Year, 2016

Divisional ACTE Involvement:

Committee Member: Policy Committee, 2015–16

Division VISION Proposal Reviewer, 2017

NATEFACS Board of Directors: President, 2015–19

Award Winner: Family and Consumer Sciences Division Fellowship, 2003

Award Winner: Outstanding Contribution Award, 2009

Other Divisional ACTE Involvement:

Editor/reviewer for revision of National Standards for Family and Consumer Sciences: 2016–17

Currently leading revision of the National Standards for Family and Consumer Sciences Teacher Education: 2017–present

Volunteer in FCS Hospitality Room at ACTE's CareerTech VISION: 2016–17

State ACTE Involvement:

Indiana ACTE: Member/FCS Board University Representative, 1997–99, 2015–present

Kansas ACTE: Member/FCS Board University Representative, 2011–15

Minnesota ACTE: Member, 2005–11

Ohio ACTE: Member, 1999–2005

Oklahoma ACTE: Member, 1995–97

OATFACS Board Member

Ohio Career-Tech Network

State Conference Attendee: 1995–2005, 2011–16

Other CTE Involvement:

American Association of Family and Consumer Sciences Board of Directors: 2015–18

Kansas Association of Family and Consumer Sciences Board of Directors: President, 2012–15

Indiana Association of Family and Consumer Sciences Board of Directors

Ohio Association of Family and Consumer Sciences Board of Directors

Say Yes to FCS Teacher Recruitment Initiative: Core Leader, 2015–present

Family and Consumer Sciences Education Coalition: President, 2003–09

Family and Consumer Sciences Education Association: Member, 2000–present

Family and Consumer Sciences Alliance: Member, 2016–present

KAFCU United Associations Conference Presenter/Attendee: 2011–15

KAFCU United Associations Conference: Chair, 2014–15

Application Summary:

From my first year of teaching family and consumer sciences to high school students in Oklahoma: I have been a member of the ACTE organization for 23 years. As a teacher educator in Ohio, Minnesota, Kansas and Indiana, I have engaged with secondary teachers, university students, other FCS professionals and state CTE administrators to provide meaningful programs and advance the profession. My national research and advocacy have focused on quality FCS education programs, secondary FCS program data collection as well as teacher recruitment. I understand the unique perspectives of all three sections of the

Family and Consumer Sciences Education Division and as the vice president, I will continue to promote family and consumer sciences and its essential role in the career and technical education community.

Platform Statement:

As vice president of the Family and Consumer Sciences Education Division, I hope to continue the good work of the past division leaders by building on the initiatives they started. As a national researcher of secondary FCS programs, I recognize that we are at an important crossroads for our profession, which will impact classrooms, teachers, teacher preparation programs and ACTE membership. I would like to be the catalyst that engages the entire division in a national understanding of advocacy, professionalism and high-quality instruction. As a member of the ACTE board of directors, I would want to represent the diverse membership of the Family and Consumer Sciences Education Division and give it voice as one of the largest divisions of ACTE. I would like to advocate for all CTE at the national level through active participation on committees and working groups. I would appreciate this opportunity to engage with my ACTE colleagues to advance our professions and the organization that represents us all.



NEW AND RELATED SERVICES VICE PRESIDENT

Rachael Mann

Region: V

Division: NRS

Occupation: Director of Professional Development

Employment History:

Director of Professional Learning, West-MEC, 2017–present

Founder and Managing Director, #TeachlikeTED LLC, 2016–present

Network to Transform Teaching State Director, Northern Arizona University AZK12 Center, 2016–17

EdRising State Director, Arizona Department of Education, 2013–16

CTE Teacher, Pima JTED and Tucson Unified School District, 2009–13

Education:

B.S., Liberty University[LM1]

M.Ed., Northern Arizona University

National ACTE Involvement:

National Leadership Fellowship Program: Fellow, 2016

VISION Presenter: 2016–18

Educators in Action: 2016–present

Educators in Action Blogger: June 2016

Educators in Action *Techniques* Writer: May 2017, April 2018, October 2018

CTE Support Fund Supporter: 2017–18

NPS Attendee: 2016, 2017

VISION Attendee: 2013, 2016–17

Other National ACTE Involvement:

Virtual CTE Discussion Leader

ACTE and NCLA's Best Practices & Innovations Conference Attendee/Presenter: 2013–17

NCLA Board Member

STEM is CTE Symposium Presenter: 2017

Regional ACTE Involvement:

Committee Member: Policy Committee, 2017–present

Committee Member: New Members Committee, 2016

Committee Member: Social Media Committee, 2016

Region Conference Presenter: 2016, 2018

Region Conference Attendee: 2016, 2018

Other Regional Involvement:

Promote what's happening in Region V via Twitter (@RachaelEdu @AZCTELeads @NCLChat)
Oversee Region V Mini-grants

State ACTE Involvement:

ACTEAZ Executive Board: Secretary, 2017-present
ACTEAZ Board of Directors: FACS Ed Division Representative, 2013-16

Other State Involvement:

Served on the Arizona FACS Ed Board as President-elect, President, Past President
Received the Arizona FACS Ed Teacher of the Year Award in 2012
Attended the ACTEAZ Summer Conference every year since 2012
Presented at every summer conference since 2013
Attended all ACTEAZ Fall and Midwinter Conferences 2013-present
Completed the ACTEAZ Fellowship Program

Other CTE Involvement:

ISTE Member and Conference Presenter: 2016-present
AzTEA Member, Conference Presenter and Attendee
Google Certified Educator, EdTechTeam presenter and EdTechTeam Press author

I was the DECA chapter president in high school and was enrolled in the cooperative work program which gave me the opportunity to use the skills learned through my marketing courses at a local bank.

I am currently working with the information technology education department at West-MEC in Phoenix, Arizona, to create a districtwide technology plan and training plan. We have increased our PD offerings for the 2018 -19 school year to include webinars, screencasts, and online PD courses.

I attend the Verde Xchange each year as an education spokesperson and to learn about new trends in the workplace. I have organized events such as Educators Day in the Workplace and Lesson2Life to ensure that teachers are abreast of the latest career opportunities and workplace needs. I recently updated our district's industry update/externship program to ensure that the program itself reflects the technology advances of industries.

Opportunities such as the SmartBrief's STEM Symposium and CTE conferences provide opportunities to make connections between Careerteched and STEM while examining the forecasted changes in the workforce.

I recently co-authored a book, *The Martians in Your Classroom*, which addresses the forecasted changes in the workplace and our responsibilities as educators to prepare students for new and related career paths. The book makes many references to career and technical education and the urgent need for CTE and STEM as a component of all academic areas, thus blurring the lines between content areas (integration of academics and career and technical education).

I have been involved with multiple curriculum writing projects, including the Arizona CTE Curriculum Consortium. I make appointments with my legislators and senators to speak about CTE and advocate for education as a whole. I create professional development programming for West-MEC Central Campus teachers and staff, as well as the 11 districts that we serve.

I am developing a district-wide Culture of Safety initiative that will serve as a model for other school districts. In my earlier years as a teacher, I worked with alcohol and other drug use and community coalitions to promote and provide safe environments for our students. I served as the Arizona Educators Rising State Director and currently train the state officers in public speaking and chapter visits each summer.

Application Summary:

CTE has had a profound impact on my life and has shaped the course of my career. When I enrolled in my first high school marketing class, I had no idea that decision would lead to becoming DECA president at my school and later, a CTE teacher. I value greatly the opportunities that I have had to continue serving in CTE by providing support to leaders, teachers, and students. I believe that career and technical education is transforming our schools and our economy. I support the work that is happening in ACTE and would be honored to serve as the New and Related Services vice president, where my goal will be more than fulfilling the duties

of the position. It will be to be an advocate for the work that is happening in our schools, for our leaders, our teachers, and ultimately, for our students.

Platform Statement:

Career and technical education has played an integral role in my life: first as a DECA student, then serving as a CTE teacher, FCCLA advisor, and EdRising state director. I currently have the privilege of providing professional learning opportunities to CTE teachers as the West-MEC director of professional development and would like to build on this work by serving educators at the national level. According to the Institute for the Future (IFF), 85 percent of jobs that will exist in 2030 have not yet been invented. That is only 12 years away! The New and Related Services Division will continue to grow and hold a unique challenge of keeping up with the emerging areas that we will see over the next decade. As vice president of the New and Related Services Division, I will stay abreast of forecasted changes in business and industry as well as upcoming areas. We need to prepare the next generation of workers to forge partnerships with business and industry experts. We must ensure that we are equipping students with the skill sets they need. When we get better as educators, our students get better. In order to prepare them for the future, we must be prepared for the future. It is an honor to be considered for this position.



**NEW AND RELATED
SERVICES VICE PRESIDENT**

Claire Zevnik

Region: IV

Division: NRS

Occupation: Instructional Development Specialist

Employment History:

Instructional Development Specialist, ODCTE, 1991-present
Public Information Tech, ODCTE, 1979-91

Education:

M.S., Oklahoma State University
B.S., Oklahoma State University

National ACTE Involvement:

Executive Committee Member: NRS Vice President, 2010-13
Committee Member: Communications Committee, 2004-06
Task Force Member: I was part of a task force several years ago but don't remember the title.
VISION Presenter: 2004-06, 2008, 2012, 2014-15
Educators in Action: 2017-present
CTE Support Fund Supporter: 2004, 2010-15
NPS Attendee: 2004, 2010-15
VISION Attendee: 2004-06, 2008, 2012, 2014-15

Regional ACTE Involvement:

Committee Member: Bylaws Committee, 2003-05
Region Conference Attendee: 2004, 2014

Divisional ACTE Involvement:

Committee Member: Policy Committee, 2004-17

State ACTE Involvement:

State NRS Advisor: 2016-present
Oklahoma ACTE Board of Directors: NRS President, 2004, 2008-10, 2014-16
OkACTE Board of Directors: NRS Vice President, 2002
OkACTE Board of Directors: NRS Secretary, 2000-02
OkACTE Board of Directors: NRS Reporter, 1999

Other CTE Involvement:

Association for Instructional Materials Board of Directors: President, 2014
 Association for Instructional Materials Board of Directors: Vice President, 2010–14, 2015–16
 Association for Instructional Materials Board of Directors: Secretary/Treasurer, 2016–present

Application Summary:

I currently serve as the NRS advisor in Oklahoma and have been an active supporter of NRS and CTE for more than 30 years. I have served as an officer for NRS on both the state and national levels. I am committed to CTE and the philosophies for which we stand. I am running for the position of New and Related Services Division vice president because I believe very strongly in NRS, specifically, and CTE in general. I plan to retire in about a year and want to stay involved in both CTE and NRS. I will have even more time to dedicate to the position upon retirement. We are a diverse group but come together to support CTE and education – I love it. CTE can be the answer for so many individuals and we need to spread that information to everyone in this country. I want to help spread the word and get even more people involved in CTE.

Platform Statement:

As a division vice president, I want to spread the word about the benefits of CTE, in general, and ACTE specifically. I want to involve more members in the organization and in leadership roles. I want to engage NRS members to get them involved and to light the passion for CTE. What we do as members of the CTE community is important in the education and training of future generations. I want to find ways to introduce CTE opportunities to younger populations so they get involved in CTE classes and activities as soon as they become available to them. Introducing CTE options earlier and making them attractive to students will make the decision to choose CTE easier. I feel we still have a lot of work to do in educating parents (and some students), legislators and the public that we are not the old "vocational education" of yesterday. We are the future for many students, young and older, and need to make everyone aware of the benefits of CTE. I want to be a part of sharing that message and getting more people involved and aware of CTE!



REGION I VICE PRESIDENT-ELECT

Donald Jarvis

Region: I

Division: Administration

Occupation: Principal/Director

Employment History:

Principal/Director, Lower Pioneer Valley Educational Collaborative, 1994–present
 Executive Director, Massachusetts Vocational Association, 2014–present
 Vocational Education Coordinator for Licensure, Westfield State University, 2010–present

Education:

B.S., Occupational Education, Westfield State University
 M.Ed., Education Administration, Westfield State University
 Certificate of Advanced Graduate Study, Educational Administration, University of Massachusetts

National ACTE Involvement:

Committee Member: Bylaws Committee, 2016–18
 VISION Presenter: 2015–17
 CTE Support Fund Supporter: 2010–17
 NPS Attendee: 2014–15

VISION Attendee: 2005–08, 2013–17

Attended executive director and other leadership meetings

Regional ACTE Involvement:

Committee Member: Bylaws Committee, 2015–present
 Region Conference Presenter: 2018
 Region Conference Attendee: 2014–18

State ACTE Involvement:

Massachusetts Vocational Association: Executive Director, 2014–present
 Massachusetts Vocational Association Executive Board: Officer, 2004–08
 Committee Chair: Conference Registration Committee, 2004–08
 Committee Co-chair: Conference Planning Committee, 2014–present
 Other: I have provided many supports at the local, chapter, state, region and national levels of ACTE.

Other CTE Involvement:

Committee Member: CTE Frameworks Committee, 2006–08, 2014–16
 Committee Member: CTE Licensure Committee, 2006, 2014
 Student Organization Judge at district, state and national competitions for SkillsUSA, BPA, FFA, DECA

Application Summary:

I have been in career and technical education (CTE) my entire life – well, since my freshman year of high school. I have been a CTE educator since 1994 and an administrator since 2006. I have been a member of our state and national CTE organizations, the Massachusetts Vocational Association and ACTE, since 2004. I have been on many committees at the local, state and national levels over the past 24 years. For the past 12 years I have been the principal/director at Lower Pioneer Valley Educational Collaborative. I have been the executive director of the Massachusetts Vocational Association since 2014. If elected vice president-elect of ACTE Region I, I would look forward to networking with the many states in our region and working closely with the ACTE to provide leadership and direction to Region I.

Platform Statement:

If I am elected to be Region I vice president-elect I would like to develop a strong relationship with all states within Region I. I would also like to strengthen our relationship with ACTE leaders. A list of accomplishments would be to increase enrollment, better communication with all leaders and support the states and Region I leadership. I understand the challenges of this role and hope to be a liaison between Region I states and ACTE leadership.



REGION I VICE PRESIDENT-ELECT

Carrie Scheiderer

Region: I

Division: Administration

Occupation: Chief Administrator

Employment History:

Tech Prep Chief Administrator/Consultant, Central Ohio Technical College, 2011–present
 Director of Admissions, Delta Career Education Corporation, 2006–11
 Admissions Assistant Supervisor, Bradford School, 2004–06
 News Reporter, WNKO/WHTH Radio, 2004

Education:

B.A., Ashland University

National ACTE Involvement:

National Leadership Fellowship Program: Fellow, 2017
National Leadership Fellowship Program: Mentor, 2018
VISION Presenter: 2017
Educators in Action: 2017-18
Educators in Action Blogger: 2017-18
NPS Attendee: 2017
VISION Attendee: 2011-present

Regional ACTE Involvement:

Committee Member: Policy Committee, 2017-present
Committee Member: 2017-18
Committee Chair: Region I Conference Planning Committee, 2017-18
Region Conference Presenter: 2017
Region Conference Attendee: 2016-18

State ACTE Involvement:

Ohio ACTE Byrl R. Shoemaker CTE Institute: Graduate, 2016

Other CTE Involvement:

Ohio Career-Technical Administrators Executive Board: Member, 2015-present
National Career Pathway Network Leadership Development Academy: Committee Member, 2017-18
NCPN Leadership Development Academy: Graduate, 2015
NACTEL: Member

Application Summary:

Carrie Scheiderer is the chief administrator for the Central Ohio Tech Prep Regional Center. She has served in her role since 2011 and has 14 years of experience working in secondary and postsecondary education. In 2018 she served on the ACTE Region I Policy Committee and also as the ACTE Region I Conference Chair. Carrie also serves on Ohio's Career-Technical Administrators Executive Board. Her involvement in Region I has been very rewarding and is one of the reasons why she is running for vice president of ACTE's Region I. She is excited for the opportunity to be able to lead Region I forward and grow its membership and member involvement.

Platform Statement:

I would like to get more members involved from the states that are currently involved in Region I and also grow new membership in the states that are not currently involved. With our current members, I would like to get them more involved in committees and leadership roles. Many career and technical education professionals are involved in their state organizations, but they need to know and see the value in also being involved in a regional organization. There are so many things to learn outside of your state and from others within the region. My main goals are to grow the region, grow the membership within underrepresented states and to get members more involved in Region I activities, committees and leadership roles.



**REGION IV VICE
PRESIDENT-ELECT**

Rex M. Buckhaults

Region: IV

Division: Administration

Occupation: Career-Technical Director

Employment History:

Career-Technical Director, Wayne County Career & Technical Educational Center, 2015-present
Career-Technical Director, Perry County Vocational Technical Center, 1993-2015
Vocational Agriculture Teacher, Forrest County Agriculture High School, 1989-93

Supervisor, Buckhaults Sawmill & Pallets, 1984-89
Vocational Agriculture Teacher, Jones County Schools, 1979-84

Education:

Ed.S., Agricultural and Extension Education, Mississippi State University
B.S., Agricultural and Extension Education, Mississippi State University
M.S., Agricultural and Extension Education, Mississippi State University
A.A., School Administration, William Carey University
A.A., Jones County Junior College

National ACTE Involvement:

Committee Member: Audit Committee, 2016-19
CTE Support Fund Supporter: 2012-18
NPS Attendee: 2013-18
VISION Attendee: 2012-17
Delegate: Mississippi State Representative at VISION, 2012-17

Regional ACTE Involvement:

Committee Member: Region IV Policy Committee, 2013-16
Committee Member: Audit Committee, 2012-15
Committee Member: Support Fund Committee Liaison, 2013-16
Committee Member: Support Fund Committee, 2016-19
Committee Chair: Audit Committee, 2014
Region Conference Attendee: 2011-17

State ACTE Involvement:

Mississippi ACTE Board of Directors: President, 2012-13, 2017-18
MS ACTE Board of Directors: 1st Vice President, 2011-12, 2016-17
MS ACTE Board of Directors: 2nd Vice President, 2010-11, 2015-16
Committee Chair: Legislative Committee, 2017-18
Committee Chair: Membership Committee, 2016-17
Committee Member: Region IV Conference Planning Committee, 2017
Committee Member: Region IV Conference Planning Committee, 2011
Mississippi Association of Secondary Career and Technical Administrators Award Winner: Administrator of the Year, 2011, 2018
Mississippi Association of Secondary Vocational Administrators Board of Directors: Vice President, 2008-09
Mississippi ACTE Affiliate, Mississippi Association of Secondary Career-Technical Administrators Board of Directors: President, 2010-11
Mississippi Association of School Administrators: Board Member, 2010-present
Serving on Advisory Committee for the Mississippi Department of Education's Office of Career-Technical Education: 2012-present

Other CTE Involvement:

Pinebelt Career-Technical Administrators: Member, 2017-18
Mississippi Southern District CTE Secondary/Postsecondary Consortium: Member, 2012-present
Perry County School District: CTE Advisory Committee, 2015-present
Mississippi Department of Education: Principal Advisory Committee, 2016-17
MS State Department of Vocational and Technical Education: Selection Committee for Extended Contracts, 1999
I serve as a mentor for new CTE directors and instructors.

Application Summary:

I began my vocational technical career as an agriculture teacher in 1974 and taught ag for 14 years. I have served as a CTE administrator for 25 years and currently serve as the president of MS ACTE. As you can see I am dedicated to CTE and committed to serve.

Always remember, it's a sorry dog that won't bark in its own yard!

Platform Statement:

I have been inspired by past Region IV leaders and would like to continue the success that Region IV members have accomplished on the regional and national levels. I would also like to see that success continue to grow. I would like to work with state leaders on membership growth and to encourage them to submit more applicants for Region IV awards. I would like to work toward all Region IV states becoming unified. I have worked hard on being a voice for career

and technical education and will continue to stress the importance of career and technical education in today's world.



REGION IV VICE PRESIDENT-ELECT

Ross White

Region: IV

Division: Administration

Occupation: Assistant Principal

Employment History:

Assistant Principal, Siloam Springs School District, 2018–present
 Career and Technical Education Director, Siloam Springs School District, 2017–18
 Career Education and Marketing Faculty, Alma School District, 2008–17

Education:

M.Ed., Educational Leadership, Arkansas Tech University
 B.S., Business Education, Arkansas Tech University

National ACTE Involvement:

Committee Member: Nominating Committee, 2016
 National Leadership Fellowship Program: Fellow, 2014
 Educators in Action: 2014–present
 Educators in Action Blogger: 2014
 CTE Support Fund Supporter: 2012–present
 NPS Attendee: 2014–18
 VISION Attendee: 2012–18
 Public Policy Advocate: 2014–18
 Middle School Advisory Group: 2017–present

Regional ACTE Involvement:

Committee Member: Region IV Policy Committee, 2016–18
 Committee Member: Bylaws Committee, 2014–16
 Committee Member: Resolutions Committee, 2014–16
 Committee Member: Nominating Committee, 2014–16
 Region Conference Presenter: 2013
 Region Conference Attendee: 2012–18

State ACTE Involvement:

Arkansas ACTE Board of Directors: Past President, 2017–18
 AR ACTE Board of Directors: President, 2016
 AR ACTE Board of Directors: President-elect, 2015
 AR ACTE Board of Directors: Member, 2012–15
 Committee Chair: Nominating Committee
 Committee Chair: Resolutions Committee

Other CTE Involvement:

DECA Advisor
 Arkansas DECA Board of Directors: 2008–17

Application Summary:

For the past 10 years I have served as a career and technical educator in the classroom and administration, currently serving as CTE director for the Siloam Springs School District in Siloam Springs, Arkansas. I have been active in ACTE at the divisional, local, regional and national levels – serving as the Arkansas ACTE president, ACTE Region IV Policy Committee member, ACTE national fellow, and on many other committees locally, regionally and nationally. The past 10 years have molded me into the educational leader I am today. Within my professional growth the next step is to lead fellow career and technical educators on a national level. This platform will provide the opportunity for growth professionally and allow the connections with business and industry to extend beyond the borders of my state and region. Career and technical education allows industry and education to partner and create a sustainable workforce for economic growth like no other education entity.

Platform Statement:

Students, innovation and perceptions are my goals as a candidate for Region IV vice president-elect. As a CTE educator I see the great value and success of CTE programs daily. I want students, parents, educators, administrators, businesses and legislators to see that great value and speak the CTE word.

1. Students: What do they need? What are we preparing them for? As Region IV VP I want to work within my region to assist in determining the needs of students so our professional organization can provide resources, support, training and legislative action to provide for our students.
2. Innovation: What is CTE doing in the ever-changing world? As Region IV VP I want to partner with members and industry leaders to ensure our programs and curriculum align with the industry and allow our students to have innovative learning opportunities.
3. Perceptions: What is CTE? At least once a week someone looks at my name badge and asks, "What is CTE?" Once I explain most relate to vocational. As the Region IV VP I want to continue to work to change the perception of CTE, assisting members to work on this perception at the local, state, regional and national levels. ■

ACTE BOARD OF DIRECTORS 2019 ELECTIONS

YOUR VOTE, YOUR VOICE





New Video Challenge for High School Students: Working Out of This World

ACTE, host of CTE Month®, and NASA HUNCH are excited to collaborate on this year's student video challenge, showcasing career and technical education (CTE) and project-based learning programs in high-demand, 21st-century career fields on earth as well as in space. HUNCH, which stands for High School Students United with NASA to Create Hardware, hopes to extend its message of empowering and inspiring students through project-based learning to CTE students across the nation.

This year's video challenge and theme, "Working Out of This World," calls on high school students to consider the following ideas:

- Feature an imaginative or real future career, product or service that could be used on the International Space Station, an asteroid, the moon, Mars, remote exploration and/or in other future space missions
- Talk about essential skills the rising workforce will need to thrive in a space exploration project

- Showcase a future scenario in outer space that incorporates CTE and/or project-based learning

The deadline to submit a video is on the first day of CTE Month, **Feb. 1**, with first, second and third place winners announced on Feb. 25.

To view video submission guidelines and resources, visit www.acteonline.org/cte-month-nasa-hunch-video-challenge.

State Leadership Training at VISION

Are you looking to further develop your leadership skills in your role as a state association leader? Join us on **Nov. 28** from 8:00 a.m.–5:00 p.m. All current state leaders and those interested in service are welcome to attend. The cost is \$25; sign up to attend when you register for ACTE's CareerTech VISION, Nov. 28–Dec. 1, in San Antonio, Texas. To learn more, visit www.careertechvision.com.

Order Your Indispensable Guide to Perkins V

Perkins V: The Official Guide to the Strengthening Career and Technical Education for the 21st Century Act, prepared for CTE practitioners and stakeholders seeking to better understand Perkins V, will provide comprehensive information and guidance to aid in implementation. Published by ACTE with content from Alisha Hyslop, *Perkins V: The Official Guide* is \$41.95 for ACTE members. www.acteonline.org/shop



Essential Resources and Expert Analysis of Perkins V at NPS 2019

For the most comprehensive guidance on implementation of Strengthening Career and Technical Education for the 21st Century Act (Perkins V), ACTE will present essential resources, expert analyses and changes in the law expected to impact your programs. Join educators from across the nation at National Policy Seminar 2019, **March 25–27** at the Crystal Gateway Marriott in Arlington, Virginia, with dedicated time spent on Capitol Hill to meet with Members of Congress and policymakers, to rally support, increased awareness and funding for career and technical education. www.acteonline.org/nps

ACTE Offers New STEM Parent Program

ACTE launches STEM Parent, the nation's first career exploration program to help students prepare for jobs in the fast-growing skilled workforce, in fields like manufacturing, technology, cyber and beyond. ACTE encourages educators to offer families this subscription-based resource to explore careers with their students using STEM Parent on their mobile device. www.actestemparent.com

November/December 2018 Advertisers

American Technical Publishers	www.atplearning.com	31
Careeronestop	www.careeronestop.org	38
CareerSafe Online	www.careersafeonline.com	39
Carpenters International Training Fund	www.carpenters.org	8
CEV Multimedia, Ltd.	www.cevmultimedia.com	25
Express Employment Professionals	www.expresspros.com	5
Find Your Grind	www.findyourgrind.com	42
ISA	www.signs.org	3
Lincoln Electric	www.lincolnelectric.com	27
Marine Corps Scholarship Foundation	www.mcsf.org	64
Mastercam	www.mastercamedu.com	24
NAF: Be Future Ready	www.naf.org	9
National Wood Flooring Association	www.nwfa.org	32-33
Pivot Point International	www.pivot-point.com	62
TFS	www.tfsresults.com	57
TORMACH	www.tormach.com	36
University of Central Missouri	www.ucmo.edu/moccte	2
US Army	www.armyedspace.com	7
Xello	go.xello.world/acte	19
YouScience, LLC	www.youscience.com	18

Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations



Mark C. Perna
Author, Speaker, and TFS® Founder/CEO

At ACTE VISION 2018, national education expert Mark C. Perna will share the breakthrough strategies and insights from his new book *Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations*. You'll discover how to:

- Maximize enrollment, retention, and performance results
- Answer the all-important "why?" behind every decision that today's young people make
- Deliver a dynamic competitive advantage with tools like the Three Pillars, Education with Purpose®, the Career Tree®, and others
- Create a powerful narrative to crush the stigmas, change the paradigm, and make a bigger difference
- Engage and retain students from all backgrounds with the proven Light at the End of the Tunnel strategy
- And more!

What People Are Saying:

"25 years attending industry forums and keynote presentations and I've never seen, participated or been impacted by another one such as Mark's. Thank you!"
– T.D., School District Director

"This session has helped me see my 20-year-old son in a different light. I came here to be inspired as a teacher but left inspired to be a better parent."
– K.C., Teacher

"Thank you for helping me develop clear priorities and a vision for my school next year! My mind is still going with ideas and applications. I will use this!"
– L.J., Career Center Director

"Mark Perna is a dynamic speaker who shared incredible personal and professional insight in helping our younger generations focus, plan and take action."
– N.D., Executive Director for CTE

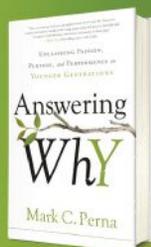
ACTE VISION 2018 Presentations by Mark C. Perna:

11/28 Preconference Session:
WEDNESDAY
1:00–5:00PM

"Maximize Enrollment, Retention, and Performance by Mastering the New CTE Narrative"

11/30 Concurrent Session:
FRIDAY
10:30–11:30AM

"Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations"



Plus, Don't Miss Mark's Book Signing!
Get your copy of *Answering Why* signed by Mark immediately following each presentation!



TFSresults.com

Visit us at Booth #521 to connect with Mark and the TFS team!

ACCOUNTANT

By Susan Reese

ACCOUNTANTS ANALYZE, PREPARE, ORGANIZE, EXAMINE AND MAINTAIN FINANCIAL RECORDS

such as assets, liabilities, and profit and loss. They monitor accounting systems to ensure they are maintained correctly and efficiently, and that they are in compliance with existing laws and regulations. Accountants compute taxes owed, prepare tax returns, and ensure that state and federal taxes are paid on time and in a procedurally correct manner.

The Workplace

While businesses that specifically provide tax preparation, bookkeeping and accounting services, financial services, and payroll services employ a large percentage of accountants, accountants also work for insurance companies, health care organizations, and federal, state and local governments. Some are self-employed.

Education

Most employers require that accountants have, at least, a bachelor's degree in accounting or a related field; however, in

some cases, those with associate degrees and job experience may transition from junior accounting positions to accounting positions by demonstrating their accounting skills on the job. To become a CPA, most states require additional hours of college coursework as well as successful passage of a national exam.

Earnings

According to the *Occupational Outlook Handbook*, a publication of the U.S. Department of Labor's Bureau of Labor Statistics (2018), the median annual wage for accountants and auditors was \$69,350 last year, with the highest 10 percent earning more than \$122,220.

Job Outlook

The *Occupational Outlook Handbook* projects that employment of accountants will grow approximately 10 percent from 2016–26, and it attributes this growth to globalization, a growing economy, and a complex tax and regulatory environment.

EXPLORE MORE

For more information about careers in accounting, and the education and training they require, here are some resources to explore.

American Accounting Association
www.aaahq.org

American Association of Finance and Accounting
www.aafa.com

American Institute of Certified Public Accountants
www.aicpa.org

Association to Advance Collegiate Schools of Business
www.aacsb.edu

Global Academy of Finance and Management
www.gafm.com

Institute of Management Accountants
<https://www.imanet.org>

National Society of Accountants
www.nasacct.org



SCHOOL SPOTLIGHT

IRVINE VALLEY COLLEGE

AS A PART OF THE SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT, IRVINE VALLEY COLLEGE

(IVC) is a two-year public college accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. It was founded in 1979 as Saddleback College North Campus and became Irvine Valley College in 1985. Today, IVC serves more than 20,000 students who are pursuing associate degrees — many with transfer options — as well as occupational certificates, certificates of achievement and certificates of proficiency. IVC students choose from a wide array of options that include more than 80 associate degree programs and more than 70 career and technical certificate programs. In fact, IVC ranks as No. 1 in California with the highest transfer rate of students to four-year colleges and universities.

Located in Irvine, California, IVC is surrounded by a notable amount of businesses and ongoing development. According to the Greater Irvine Chamber of Economic Development (n.d.) the city of Irvine is “home to over 15,000 businesses” and is “an ideal business environment” due to its centralized location in Orange County. Consequently, students pursuing a career in business enroll in courses offered by IVC’s school of business sciences. The department offers students a variety of programs and curriculum in accounting, business management, computer information management, entrepreneurship, paralegal studies and real estate. Students specifically interested in accountancy can further earn an associate degree in accounting with the option to add certificates of proficiency in computerized accounting, financial accounting, financial/managerial accounting, income tax and payroll.

Irvine Valley College, through a partnership with California State University, Fullerton (CSUF), has taken a leading role in California to offer the

very first guaranteed accounting program (GAP4+1) that will allow students to complete their bachelor of arts in business administration with a concentration in accounting in four years, followed by a master of science, in a business focus of their choice, at CSUF in one additional year. Students in this program join as a cohort and benefit from being guaranteed a seat in the required classes. They are also guaranteed transfer to CSUF after two years of undergraduate general education and business requirements at IVC, as long as they maintain a 3.00 cumulative grade point average and a letter grade of B in all accounting courses. Students in the GAP4+1 cohort benefit further from meeting with professionals in the accounting field through group events, during which they receive resume guidance, conduct mock interviews and participate in team-building exercises.

“IVC offers students a chance for education and training that can lead to career success,” said Glenn Roquemore, president of Irvine Valley College. “As a fast-track pathway program, GAP4+1 is designed to bridge the gap between the demand for a

new generation of accounting/finance and tax professionals and the number of qualified graduates prepared to enter the workforce. Not only does it save students time and money, but it also offers a clear path for students to reach their long-term goals. Programs like GAP4+1 show that IVC is committed to offering students a variety of support services and programs so that they may contribute their knowledge and skills to the community.” ■

For more information about Irvine Valley College and its accounting program, visit www.ivc.edu.

Susan Reese is a *Techniques* contributing writer. Email her at susan@printmanagementinc.com.

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Drone STEM Curriculum: An Opportunity to Introduce the Next Generation of Flight

By Michael Wilson

WE LIVE IN A WORLD WHERE TECHNOLOGY IS CHANGING SO QUICKLY THAT CAREER COUNSELING, planning and educational choices must be based on forecasts of job availability. Technology is progressing in every industry, including aviation, making it essential that we prepare our young people for future careers in this arena.

STEM curriculum is the concept of educating students in four disciplines: science, technology, engineering and mathematics. The term STEM is used to address educational policy and curriculum choices that improve competitiveness in science and technology development areas and, ideally, the STEM curriculum exposes students to science and technology and assists them in making career decisions.

STEM technology curriculum should be introduced in schools where there is a win – win – win relationship for the student, the academic staff and the school district. This scenario is based on the high probability that exposure to STEM curriculum leads to successful career decisions along completed career pathways but the success of a STEM curriculum is never 100 percent guaranteed. Thorough curriculum vetting improves the probability that selected curriculum will result in productive career paths for students. Though this road map may not guarantee success, it can provide students with information

and knowledge to make informed career decisions.

To vet and qualify technological advances, STEM curriculum must:

- Provide affordable classes that interest students
- Add value for the student, school and school district
- Be relevant and flexible to current industry and business trends
- Have large-scale forecasted value to future industry and business operations

Keys in introducing STEM curriculum are timing, the maturity of the technology, and the future impact technology will have on business and industry. In an ideal situation, the academic system introduces technology to students while business and industry map technology that will make significant changes, answering these questions:

- How are business operations conducted?
- Who is managing business operations?
- What business operations are performed?
- Where are business operations accomplished?
- Why are these business operations important?

STEM curriculum that parallels technology growth in business and industry

is optimum. When academic institutions properly gauge the appropriate STEM curriculum at the right time, students prosper because of the science and technology learned in the classroom. Technology drives successful business operations by improving efficiency, effectiveness, time management, manpower and costs.

STEM programs have an unprecedented opportunity to present unmanned aircraft system (UAS) technology, also known as drone technology, in the classroom. It is up to the individual school or school district to take advantage of off-the-shelf curriculum developed to align with STEM funding.

For example, in the gas pipeline monitoring market, the cost savings with use of an unmanned aircraft with sensors, rather than a manned helicopter, is monumental. The cost to monitor pipelines in a helicopter is roughly \$850–\$2,500/hour depending on the type, make, model and crew requirements. Using an UAS, the hourly cost ranges from \$35–\$80/hour.

Many industries have begun researching the application of UAS technology:

- Public safety
- Infrastructure inspection (bridges, highways, etc.)
- Crime scene and forensics
- Search and rescue



- Emergency management and disaster relief
- Wildfire mapping
- Agriculture monitoring
- Powerline sensing telecommunications
- Aerial mapping/imaging
- TV/news/movies/sports
- Environmental monitoring
- Oil and gas
- Construction
- Real estate

As technology improves, it is difficult to imagine an industry where the use of unmanned aircraft will not be initiated, because the task can be performed more efficiently and effectively than the same mission using a manned aircraft.

This is just a snapshot of the emerging win – win – win STEM opportunity available in schools throughout the United States. STEM UAS technology curriculum is available at the elementary, middle, secondary and postsecondary education levels. This off-the-shelf curriculum prepares students for challenging and high-paying, in-demand aviation careers.

One of the most attractive reasons for educational institutions to adopt UAS STEM curriculum is the diversity of industry space in which UAS will (or already

does) play a role. Within the next year, as many as 600,000 unmanned aircraft systems could be operating within the national airspace system, requiring a talented workforce of trained and qualified technicians and operators with long-term career potential. The industry list mentioned

previously is representative of the types of industries in which the UAS commercial industry boom will generate high-paying, in-demand jobs and career paths but it is by no means all-inclusive. The more industries, the more potential job opportunities exist. Don't miss this opportunity. ■



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HOW MUCH DO YOU KNOW ABOUT THE CTE TEACHER SHORTAGE?



1. The need for “comprehensive educator recruitment efforts” led NASAFACTS to adopt the Say Yes to FCS campaign in 2014. How many states no longer offer baccalaureate FCS educator preparation programs?

- a. 12
- b. 29
- c. 13
- d. 17

2. As the signature annual event of the National Teach Ag Campaign, National Teach Ag Day began as a way for stakeholders to leverage social media and enhance the conversation around agricultural education. When is the event held each year?

- a. On the second Tuesday in September
- b. On the first Monday in November
- c. On the third Thursday in September
- d. On the third Thursday in October

3. In 2017–18, how many states reported CTE teacher shortages?

- a. 34
- b. 25
- c. 37
- d. 18

4. In a series of national summits, educational leaders met “to address the shortage and to enhance the recruitment, preparation and retention support needed for FCS educators entering the workforce.” Resulting strategic initiatives are intended to benefit whom?

- a. School districts in states that no longer have baccalaureate FCS educator preparation programs
- b. Secondary students
- c. State departments of education and educator preparation programs with limited resources for recruiting, preparing and supporting FCS educators
- d. All of the above

5. CTE educators understand how crucial it is to work together. In what year did South Dakota State University launch its iTeachU event to recruit students for its agricultural and FCS education programs?

- a. 2010
- b. 2011
- c. 2012
- d. 2013

6. Alongside traditional preparation programs, alternative pathways open the door for industry experts to pursue a career in the classroom. What percentage of states have alternative certification pathway policies in place?

- a. 91 percent
- b. 85 percent
- c. 77 percent
- d. 62 percent

7. “For Sabrina Sterns Davis, an agriculture teacher in Lithonia, Georgia, a lifelong love for agriculture combined with the satisfaction she gets from seeing her students excited about learning has kept her in the classroom since ____.”

- a. 1996
- b. 1997
- c. 1998
- d. 1999

8. NTAC’S State Teach Ag Results (STAR) program began in 2014 with 11 states in the inaugural cohort and has since grown its number to 36. Through what means does NTAC support STAR participants?

- a. Consultation services
- b. Grant funds
- c. Effort assessment summaries
- d. All of the above

Pardon our dust!

Oops! We made a mistake. The crossword puzzle that appeared in the October 2018 issue of Techniques was incomplete and can't be finished. We appreciate your patience and understanding as we pilot a new format. If you wish to receive a corrected puzzle, please contact techniques@acteonline.org.

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